DOCUMENT RESUME

ED 226 618 FL 013 562

AUTHOR	Barrerra, Maria
TITLE	Bilingual Program Planning and Implementation. Teacher Edition. Bilingual Education Teacher Training Packets. Series A: Bilingual Program Planning, Implementation, and Evaluation. Packet 1
INSTITUTION	Evaluation, Dissemination and Assessment Center, Dallas.
SPONS AGENCY	Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE	82
NOTE	126p.; For related documents, see FL 013 563-564.
AVAILABLE FROM	Evaluation, Dissemination and Assessment Center, Dallas Independent School District, Dallas TX 75204 ($1.50).
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052) -- Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Bilingual Education Programs; Bilingual Instructional Materials; *Bilingual Teachers; Language Maintenance; Language of Instruction; Limited English Speaking; Native Language Instruction; *Program Development; Program Evaluation; *Program Implementation; *Teaching Methods

ABSTRACT

These bilingual education teacher training materials address the critical issue of effective planning and implementation of programs of bilingual education as well as efficient program evaluation. These materials are intended to provide the practical assistance necessary for successful bilingual program implementation. The first section of the module addresses two bilingual education models that are useful to the school practitioner: the transitional model and the maintenance model. These are theoretical models that can be implemented with a number of variations suitable to individual school districts. The second section deals with staffing patterns that address the type of teaching staff required as related to the types of students that need to be served. The instructional staff may include a bilingual teacher or a team of bilingual teacher and a non-bilingual teacher. The third section focuses on curriculum content and language usage. These three areas--program models, staffing patterns, and curriculum content and language usage--are crucial parts of bilingual program planning and implementation. (NCR)

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SERIES A: BILINGUAL PROGRAM PLANNING, IMPLEMENTATION, AND EVALUATION

PACKET 1: BILINGUAL PROGRAM PLANNING AND IMPLEMENTATION

FL013562

developed by:

DR. MARIA BARRERA

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This publication was printed with funds provided by Title VII of the Elementary and Secondary Education Act of 1965, as amended by Public Law 95-561.

Published by
Evaluation, Dissemination and Assessment Center—Dallas
Dallas Independent School District
Dallas, Texas 75204
(214) 742-5991

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CONTENTS

Bilingual Education Teacher Training Materials ix

Introduction xiii

MODELS OF BILINGUAL EDUCATION PROGRAMS 1

Learning Objectives & Activities 1

Transparency 1-A -- Transitional Bilingual Education Model . . 3
Transparency 1-B -- Maintenance Bilingual Education Model (K-12th) 6
Transparency 1-C -- Maintenance Bilingual Education Model (K-6th) and (7-12th) 8

STAFFING PATTERNS I, II, and III 11

Learning Objectives and Activities 11

Staffing Pattern I:

Transparency 1-A -- Self-contained Classroom 13
Transparency 1-B -- Phase I, Curriculum Content and Language Usage for Staffing Pattern I 15
Transparency 1-C -- Phase II, Curriculum Content and Language Usage for Staffing Pattern I 19
Transparency 1-D -- Phase III, Curriculum Content and Language Usage for Staffing Pattern I 22

Staffing Pattern II:

Transparency 2-A -- Self-contained Classroom 25
Transparency 2-B -- Grouping of Students for Staffing Pattern II 27
Transparency 2-C -- Conceptual Framework for Curriculum Content and Language Usage (LEP) 28
Transparency 2-D -- Conceptual Framework for Curriculum Content and Language Usage (Bilingual) 31
Transparency 2-E -- Conceptual Framework for Curriculum Content and Language Usage (English Dominant) . . 34

Staffing Pattern III:

Transparency 3-A -- Self-contained Classroom 36
Transparency 3-B -- Conceptual Framework for Curriculum Content and Language Usage (LEP) 38

STAFFING PATTERN IV 43

Learning Objectives & Activities 43

Transparency 4-A -- Team Teaching (Two Classrooms) 45
Transparency 4-B -- Phase I, Curriculum Content and Language Usage for Staffing Pattern IV 48
Transparency 4-C -- Phase II, Curriculum Content and Language Usage for Staffing Pattern IV 52

STAFFING PATTERN V 55

Learning Objectives & Activities 55

Transparency 5-A -- Team Teaching (Two Classrooms) 57
Transparency 5-B -- Grouping of Students for Staffing Pattern V 59
Transparency 5-C1 - Conceptual Framework for Curriculum Content and Language Usage (LEP) 62
Transparency 5-C2 - Conceptual Framework for Curriculum Content and Language Usage (English Dominant and Bilingual) 63

STAFFING PATTERN VI 69

Learning Objectives & Activities 69

Transparency 6-A -- Self-contained Classroom 71
Transparency 6-B1 - Phase I, Curriculum Content and Language Usage for Staffing Pattern VI 73
Transparency 6-B2 - Phase II, Curriculum Content and Language Usage for Staffing Pattern VI 74

STAFFING PATTERN VII 77

Learning Objectives and Activities 77

Transparency 7-A -- Self-contained Classroom 79
Transparency 7-B -- Grouping of Students for Staffing Pattern VII 81

CURRICULUM CONTENT (Listening) 83

Learning Objectives and Activities 83

Transparency 1-A -- Listening-Spanish 85
Transparency 1-B -- Listening-English 38

CURRICULUM CONTENT (Oral Language Development) 91

Learning Objectives & Activities 91

Transparency 2-A -- Oral Language Development (Spanish-as-a-First-Language) 93
Transparency 2-B -- Oral Language Development (English-as-a-First-Language) 96
Transparency 2-C -- Spanish-as-a-Second-Language 98
Transparency 2-D -- English-as-a-Second-Language 101

CURRICULUM CONTENT (Reading) 105

Learning Objectives & Activities 105

Transparency 3-A -- Reading - Spanish-as-a-First-Language . . 107
Transparency 3-B -- Spanish Reading Instruction (Maintenance Bilingual Program) 110
Transparency 3-C -- Spanish Reading Instruction (Transitional Bilingual Program) 112

CURRICULUM CONTENT (Content Areas) 115

Learning Objectives & Activities 115

Transparency 4-A -- Social Studies, Science, and Math Transitional Programs 117

BILINGUAL EDUCATION

TEACHER TRAINING MATERIALS

The bilingual education teacher training materials developed by the Center for the Development of Bilingual Curriculum - Dallas address five broad areas of need in the field of bilingual education:

Series A:	Bilingual Program Planning, Implementation, and Evaluation
Series B:	Language Proficiency Acquisition, Assessment, and Communicative Behavior
Series C:	Teaching Mathematics, Science, and Social Studies
Series D:	Teaching Listening, Speaking, Reading, and Writing
Series E:	Actualizing Parental Involvement

These materials are intended for use in institutions of higher education, education service centers, and local school district in-service programs. They were developed by experts in the appropriate fields of bilingual education and teacher training.

Series A addresses the critical issue of the effective planning and implementation of programs of bilingual education as well as efficient program evaluation. Sample evaluation instruments and indications for their use are included. Series B contains state-of-the-art information on theories and research concerning bilingual education, second language acquisition, and communicative competence as well as teaching models and assessment techniques reflecting these theories and research. In Series C, the content, methods, and materials for teaching effectively in the subject matter areas of mathematics, science, and social studies are presented. Technical vocabulary is included as well as information on those

aspects rarely dealt with in the monolingual content area course. Series D presents the content area of language arts, specifically the vital knowledge and skills for teaching listening, speaking, reading, and writing in the bilingual classroom. The content of Series E, Actualizing Parental Involvement, is directed toward involving parents with the school system and developing essential skills and knowledge for the decision-making process.

Each packet of the series contains a Teacher Edition and a Student Edition. In general, the Teacher Edition includes objectives for the learning activity, prerequisites, suggested procedures, vocabulary or a glossary of bilingual terminology, a bibliography, and assessment instruments as well as all of the materials in the Student Edition. The materials for the student may be composed of assignments of readings, case studies, written reports, field work, or other pertinent content. Teaching strategies may include classroom observation, peer teaching, seminars, conferences, or micro-teaching sessions.

The language used in each of the series is closely synchronized with specific objectives and client populations. The following chart illustrates the areas of competencies, language, and intended clientele.

COMPETENCIES, LANGUAGE OF INSTRUCTION AND INTENDED CLIENTELE

AREAS OF COMPETENCIES	LANGUAGE	CLIENTELE
SERIES A. Bilingual Program Planning, Implementation, and Evaluation	English	Primarily supervisors
SERIES B. Language Proficiency Acquistion, Assessment, and Communicative Behavior	Spanish/ English	Primarily teachers and supervisors
SERIES C. Teaching Mathematics, Science, and Social Studies	Spanish/ English	Primarily teachers and paraprofessionals
SERIES D. Teaching Listening, Speaking, Reading, and Writing	Spanish/ English	Primarily teachers and Paraprofessionals
SERIES E. Actualizing Parental Involvement	Spanish	Primarily teachers, parents, and community liaisons

In addition to the materials described, the Center has developed a Management System to be used in conjunction with the packets in the Series. Also available are four Practicums which include a take-home packet for the teacher trainee.

The design of the materials provides for differing levels of linguistic proficiency in Spanish and for diversified levels of knowledge and academic preparation through the selection of assignments and strategies. A variety of methods of testing the information and skills taught in real or simulated situations is provided along with strategies that will allow the instructor to meet individual needs and learning styles. In general, the materials are adaptable as source materials for a topic or as supplements to other materials, texts, or syllabi. They provide a model that learners can emulate in their own classroom. It is hoped that teacher trainers will find the materials motivational and helpful in preparing better teachers for the bilingual classroom.

INTRODUCTION

This module was written from a very practical point of view in the sense that the materials can be used and manipulated by each district in any way suitable to the individual needs of the district. It is also useful to the teacher trainee who has limited experience in bilingual program implementation or who has no experience at all. Theory abounds in a number of college textbooks; however, the practical application of theory is usually not that readily available. It is hoped that these materials will provide the practical assistance necessary to successful bilingual program implementation.

The first section addresses two bilingual education models that are useful to the school practitioner: the transitional bilingual education model and the maintenance model. No information is given as to the more effective one, since this has not yet been determined. These two models are addressed because they are well known and have been widely discussed. It is important to note at this time that these are theoretical models that can be implemented with a number of variations suitable to individual school districts. They are theoretical in the sense that theory and practice tend to separate at some point in time, usually at the implementation state when the reality of a situation enters the picture.

The second section deals with staffing patterns that address the type of teaching staff required as this relates to the types of students that need to be served. The instructional staff may include a bilingual teacher only or a combination of a bilingual and a non-bilingual teacher. When only a non-bilingual teacher is available, other possibilities are also considered. The types of students are also taken into consideration since this factor will affect the nature of the staffing pattern.

The third section focuses on curriculum content and language usage. Both of these areas must be considered before bilingual program implementation can take place. At this point in time, theoretical models are useful only in the sense that one is chosen over the other. Implementation models then take the place of theoretical models. These three areas--program models, staffing patterns, and curriculum content and language usage--are important parts of bilingual program planning and implementation.

MODELS OF BILINGUAL EDUCATION PROGRAMS

LEARNING OBJECTIVE

The teacher trainees will be able to describe each of the two bilingual education models.

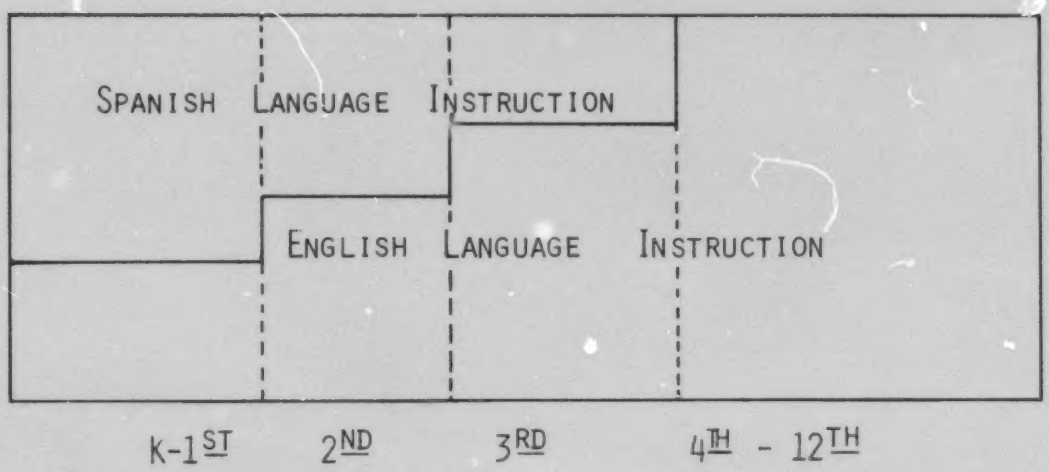
ENABLING ACTIVITY I

The instructor will present and discuss Transparencies 1-A and 1-B. For additional information refer to the following materials: Trueba, Henry T. and Barnett-Mizrahi, Carol. Bilingual Multicultural Education and the Professional-From Theory to Practice. Rowley, Massachusetts: Newbury House Publishers, Inc., 1979. pp. 11-19, 54-73; Spolsky, Bernard and Cooper, Robert (eds). Frontiers of Bilingual Education. Rowley, Mass.: Newbury House Publishers, 1977. pp. 94-105, 1-21; Cordasco, Francesco, Bilingual Schooling in the United States: A Sourcebook for Educational Personnel. New York: Webster Division, McGraw-Hill Book Company, 1976. pp. 66-158.

ACTIVITY I

1. Research of the different types of typologies and models.
2. Survey of the literature on differences between and among different types of models.
3. Analysis of bilingual education projects and how these fit the two models presented.
4. Development of the curriculum and staffing plan needed to implement the two models.
5. Development of a series of classroom schedules suitable to either one of the two models.

Transitional Bilingual Education Model



TRANSPARENCY 1-A

TRANSPARENCY 1-A

DISCUSSION

Transparency 1-A is an illustration of a transitional bilingual education model. This model is used widely throughout the nation since it provides for first language instruction only as a means to achieving English proficiency, thus eliminating the first language at a certain grade level.

A transitional bilingual program uses the child's first language as an interim medium of instruction until the child acquires fluency in the second language. The child's first language is gradually replaced by English. The first language is either never used or it becomes only a course within the existing curriculum.

Since most transitional programs usually eliminate the first language at the third grade level, the transparency illustrates this aspect. There is nothing magic about the third grade; however, this particular grade seems to be preferred for reasons that are difficult to assess. It is quite possible that some children can acquire an acceptable degree of English language proficiency by or before the third grade, while others may not. Some programs may allow first language instruction beyond the third grade, but these programs are difficult to identify. Programs that replace the first language during the first two grades are more readily identifiable due to the degree of stress on English.

Transitional programs are many times called compensatory or remedial since the use of the first language is primarily a remedy by which English language deficiencies can be cured. This program provides a band-aid effect. When the cure is realized, the band-aid is taken off and thrown away.

The step effect or ladder shown on the transparency shows the gradual or rapid elimination of the first language. At the third grade, the child is expected to go to the so-called "regular" classroom at which time the child is instructed only in English with the so-called "regular" children.

Maintenance Bilingual Education Model

Modified Plan

SPANISH LANGUAGE INSTRUCTION
ENGLISH LANGUAGE INSTRUCTION

K-12TH

TRANSPARENCY 1-B

TRANSPARENCY 1-B

DISCUSSION

A maintenance bilingual education program emphasizes the use of both languages throughout a student's school career. Equal emphasis is given to both languages, the child's first language and English. The purpose of such a program is to provide the continuation and development of the child's language skill in the first language and the acquisition of the second language. Both languages may be treated on an equal basis; however, this does not mean that all areas of the curriculum will be taught in both languages for obvious reasons. It would be impossible to schedule all curriculum areas for both languages due to time limitations. Curriculum content in one or the other language will have to be determined by individual school districts.

Maintenance Bilingual Education Model

Modified Plan

<table>
<tr><td></td><td>SPANISH AS A LANGUAGE</td></tr>
<tr><td>SPANISH LANGUAGE INSTRUCTION</td><td rowspan="2">ENGLISH LANGUAGE INSTRUCTION</td></tr>
<tr><td>ENGLISH LANGUAGE INSTRUCTION</td></tr>
<tr><td>K-6</td><td>7TH-12TH</td></tr>
</table>

TRANSPARENCY 1-C

TRANSPARENCY 1-C

DISCUSSION

This particular model could be called a maintenance plan since Spanish as a language is taught above the sixth grade. For this reason it could be considered a modified plan. It could also be a transitional model since Spanish language instruction is replaced by an English curriculum while Spanish is continued as a course beyond the sixth grade.

The Texas mandated programs for bilingual education are examples of a modified plan since in 1981 the legislature passed Senate Bill 477 in which the state was required to implement a bilingual program from Kindergarten through the elementary grades. Elementary grades are thought to include either K-5 or K-6 depending on whether the sixth grade is part of the elementary school or a part of the junior high school. The inclusion of the 6th grade as a part of one or the other is dependent upon the existing organizational structure of each particular district. Spanish as a language is not required above the 5th or 6th grade since it is not specified in the bill.

The emphasis on the child's first language for this type of program is theoretically required throughout the elementary school. Whether this is accomplished or not has yet to be determined since districts are not ordinarily that closely monitored.

STAFFING PATTERNS I, II, AND III

LEARNING OBJECTIVE

The teacher trainee will be able to identify several characteristics or aspects of a bilingual education classroom that affect program planning and implementation to help students who are teacher trainees understand the major factors that must be considered in the planning and implementation of a self-contained classroom with one bilingual teacher who instructs students of different language ability.

ENABLING ACTIVITY I (ONE CLASS PERIOD)

The instructor will focus on the following: (1) present and discuss transparencies 1-A, 1-B, 1-C, and 1-D. Each transparency is followed by a discussion of the content. (2) invite a bilingual teacher who is involved with a self contained classroom to discuss the type of program she has planned and implemented. The instructor can lead the discussion after the presentation. Undergraduate students should be able to question the presentor.

ACTIVITY I (DURING THE WEEK)

During the week the instructor should arrange for students to observe a bilingual classroom similar to the one presented in the transparency. The observation could focus on the following: (1) number of students; (2) number of students who have been identified as LEP, Spanish dominant, and English dominant; (3) the instrument used to determine each of these classifications e.g., the LAS test, home language survey, etc. (4) curriculum content; (5) curriculum content taught in each of the languages; (6) grouping procedures e.g., by language ability and then by skills needs. A simple and brief observation instrument would suffice.

ACTIVITY II (FOLLOWING CLASS PERIOD)

1. Sharing and discussion of findings.
2. Refining of observation instrument to determine if the appropriate information is being gathered.
3. Final activity for period: Present and discuss transparencies 2-A, 2-B, 2-C, 2-D, and 2-E of staffing pattern II; Present and discuss transparencies 3-A and 3-B of staffing pattern III. This concludes the staffing patterns that have one bilingual teacher in a self-contained classroom.
4. Extended activities: A Title VII director or a bilingual program director could be invited to discuss program planning and implementation with a particular school district. Students could refine the observation instrument for future use and possible publication. Students could develop an "ideal" implementation plan or handbook.

Staffing Pattern I

Self-contained classroom

- One bilingual teacher
- All students are Spanish dominant and thus are of limited English speaking proficiency
- Teacher plans and instructs in the two languages
- Students are grouped within the classroom according to language ability.

TRANSPARENCY 1-A

TRANSPARENCY 1-A

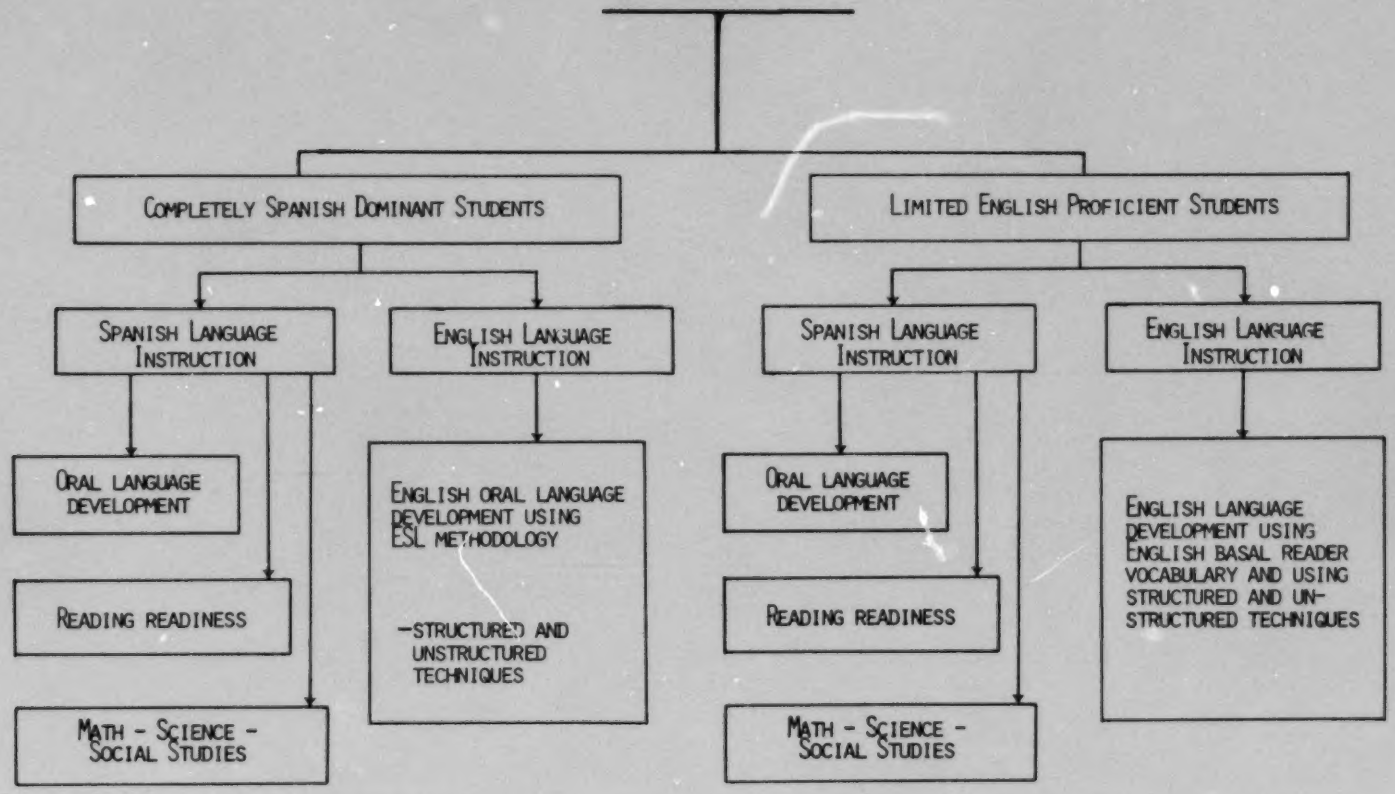
DISCUSSION

Staffing Pattern I consists of one bilingual teacher who is responsible for instruction in two languages that may be English and the students' dominant language. The daily schedule should be divided into two parts: one part of the day for instruction in English and the other part for instruction in the home language. (For the sake of discussion, it is assumed that Spanish is the home language.)

Many times there is a tendency to instruct primarily in English because this is the language most teachers have more experience with. It is essential to make a serious effort to plan the Spanish program first so that it is not left to chance or whenever time is available. This seems to be a major problem with many bilingual programs. At the same time, some teachers tend to emphasize Spanish language instruction because they obtain better results in that language. This is due to the fact that the students' dominant language is Spanish so they will of course tend to learn faster when instructed in Spanish. Neither of the situations described is desirable. Both languages are of equal importance during the early stages of instruction. Spanish language instruction is important because that language is the dominant one, a language the students know and understand best. Conceptual development can start immediately in this language. English is very important since this language will serve the students throughout their lives. It is therefore important that the teacher make a concerted effort to plan an instructional program in both languages that is well organized and conceptualized.

Grouping within the classroom must be carried out according to language ability. The following transparencies and discussion emphasize this point:

Curriculum Content and Language Usage for Staffing Pattern I (Phase I)


COMPLETELY SPANISH DOMINANT STUDENTS
LIMITED ENGLISH PROFICIENT STUDENTS
SPANISH LANGUAGE INSTRUCTION
ENGLISH LANGUAGE INSTRUCTION
SPANISH LANGUAGE INSTRUCTION
ENGLISH LANGUAGE INSTRUCTION
ORAL LANGUAGE DEVELOPMENT
READING READINESS
MATH - SCIENCE - SOCIAL STUDIES
ENGLISH ORAL LANGUAGE DEVELOPMENT USING ESL METHODOLOGY
-STRUCTURED AND UNSTRUCTURED TECHNIQUES
ORAL LANGUAGE DEVELOPMENT
READING READINESS
MATH - SCIENCE - SOCIAL STUDIES
ENGLISH LANGUAGE DEVELOPMENT USING ENGLISH BASAL READER VOCABULARY AND USING STRUCTURED AND UN-STRUCTURED TECHNIQUES

TRANSPARENCY 1-B

DISCUSSION

The curriculum content and language usage for Staffing Pattern I, Phase I divides the students into two basic groups: students who are completely Spanish dominant and students who have some English and are labeled "limited English proficient." Both groups will receive instruction in Spanish in the following: (1) oral language development, (2) reading readiness, and (3) math, science and social studies. Oral language development will consist of show-and-tell activities, nature walks and sharing time. However, this instruction will also include introduction of academic vocabulary related either to the school environment or taken from readers in science, mathematics and social studies. These terms can be considered as readiness vocabulary used in language patterns that will be forthcoming. An example of school environment vocabulary may be the following: (1) titles and names of school personnel, such as "Mrs. Smith, the principal; Mrs. Jones, the school nurse," (2) the classroom, such as "windows," "doors," "chairs," "erasers," "pencils," etc. (3) following directions, such as "please erase the board" (4) colors and (5) shapes, such as "the round clock," "the square table." All of this vocabulary is of immediate use and certainly useful in the future instructional program.

Oral language development is important to these children since the school environment is new to them. For example, children need to know that the school has a principal (director/directora) or a school nurse (enfermero/enfermera). Although Spanish is the dominant language, these two terms may not be in their existing vocabulary; therefore, they must be taught. Students are given the necessary Spanish label before initiating instruction

in English. One must not assume that all vocabulary words and language patterns have been acquired just because the students speak Spanish.

Reading readiness in Spanish should consist of the normal readiness program and should be based on the adapted texts. Math, science, and social studies are grouped together; however, math must be taught in Spanish every day with some emphasis on English math vocabulary. This instruction can be given for at least ten minutes after each math period is finished. Science and social studies should also be taught in Spanish with some time from each period spent teaching particular vocabulary associated with each curriculum area.

Vocabulary is emphasized so that children are made aware of the terminology in English. Since the day is not long enough to include instruction in all curriculum areas, it is recommended that science and social studies be taught by unit: One unit in science is taught and then one unit in social studies, but not at the same time. In this way, both areas are emphasized but at different times.

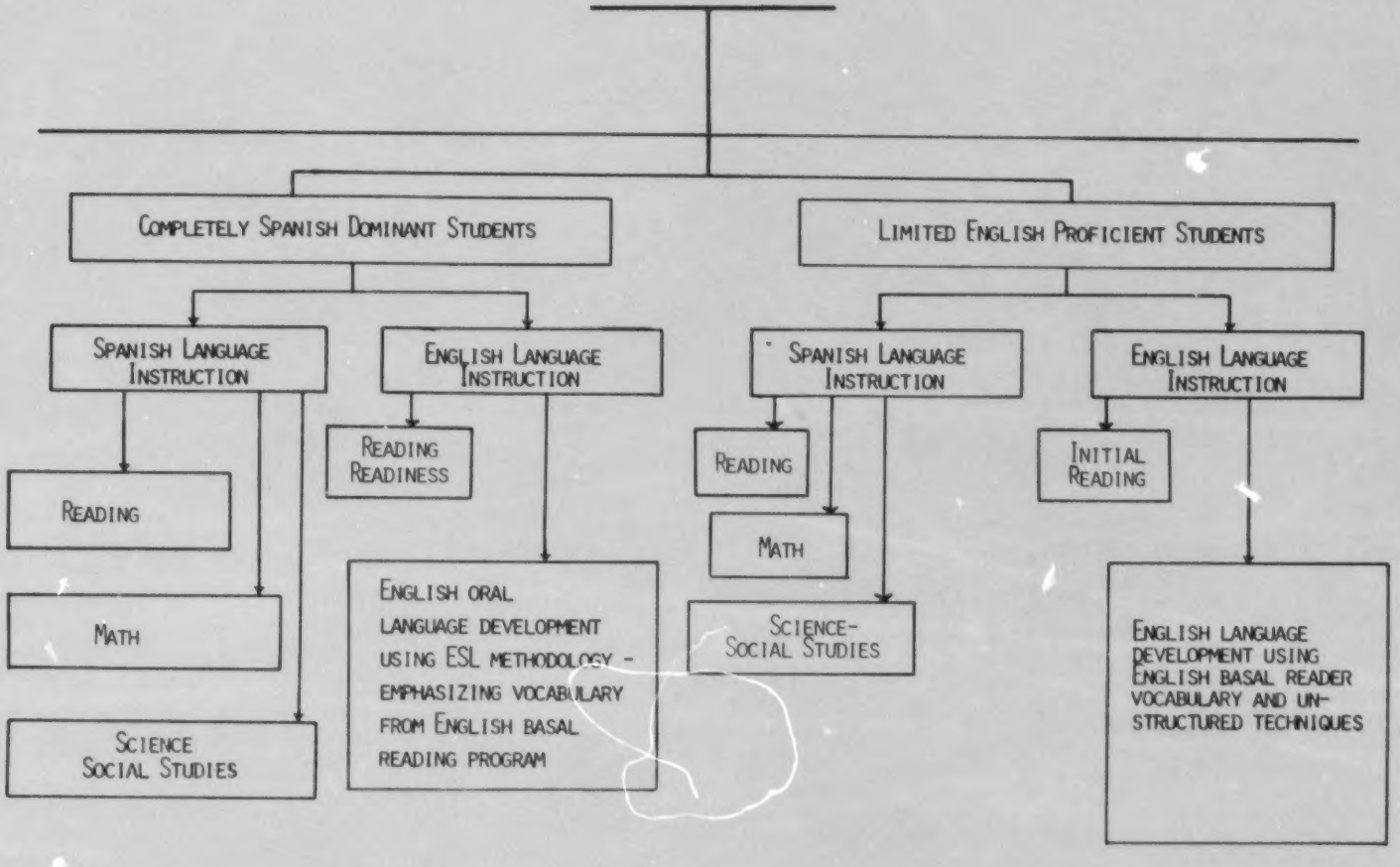
English language instruction consists of English oral language development using ESL methodology for the completely Spanish dominant child and English oral language development using English basal reader vocabulary for the LEP child. The Spanish dominant students will experience a language program that is highly structured. Commercially prepared ESL programs may be used since most of these programs are based on language patterns and repetition. A more unstructured program may be included with them, which may involve the addition of language patterns from the commercially prepared materials presented in more natural setting. In other words, children can be guided to use the language from the books in unstructured situations.

LEP children can be taught the vocabulary from the basal reader texts by using structured and unstructured techniques. Repetition of language

patterns may be emphasized, but the same pattern may be taught in unstructured situations that are more natural. Children will be encouraged to use the vocabulary and pattern learned in free discussion and role playing or dramatization.

Curriculum Content and Language Usage for Staffing Pattern I

(Phase II)



TRANSPARENCY 1-C

TRANSPARENCY 1-C

DISCUSSION

Phase II of Staffing Pattern I includes additional English instruction for both the LEP and the Spanish dominant children. Reading readiness is added for the Spanish dominant children; this should include only those aspects of reading readiness that are unique to English. Directionality is completely left out since children have already been taught this concept in Spanish. This is also the case with pre-writing skills, which should only be taught once. English oral language development should continue but should primarily include vocabulary and language patterns from the English basal readers. This instruction can be considered a preparatory period in which children become acquainted with the language of the readers in an oral context.

Limited English Proficient students will begin initial reading in English at this time. Before the first reader is introduced and the first story is read, children should be taught the language of the reader. This will help them experience the appropriate language in an appropriate setting. This strategy should be used with each story before it is read.

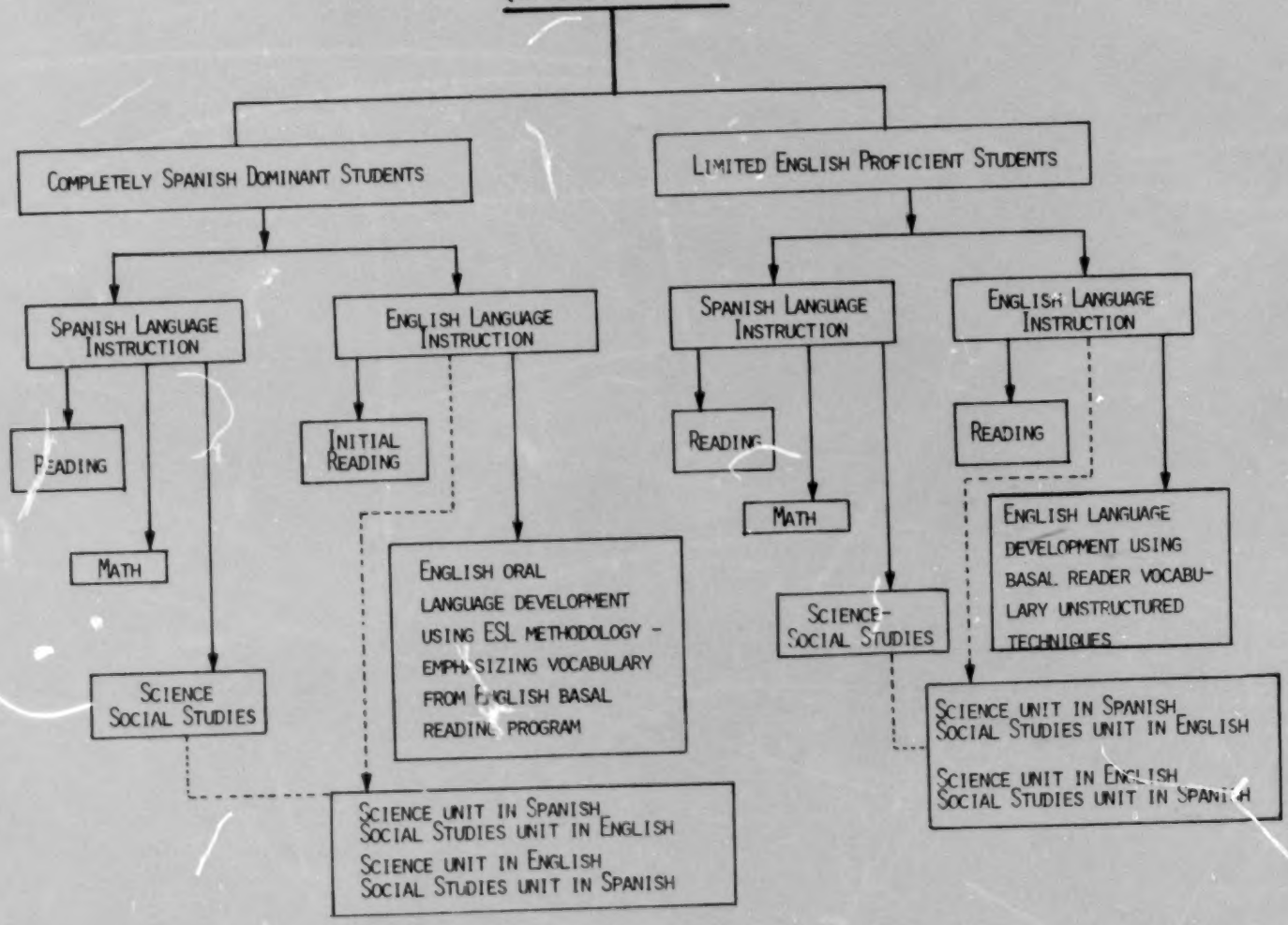
Spanish language instruction is basically the same as in Phase I, except that at this time children are already reading from the basic text. This instruction should be given <u>everyday</u> in a methodical manner. Comprehension skills should be emphasized. Phonetic skills should have been taught during Phase I but these can be included as long as this is not the emphasis of the reading program. Phonics is only a word attack or word recognition skill and should not be the center of the reading program. Phonics is not reading; it is only a skill that will help children decipher phonetically.

Science, math and social studies can continue to be taught in Spanish

for both groups of children; however, more and more English can be used when appropriate. The pacing can be left to the teacher's discretion since she would be in the best position to make this decision. Care should be taken that these content and skills areas not be taught completely in Spanish since children would not then be ready for an all English program.

Curriculum Content and Language Usage for Staffing Pattern I

(Phase III)



TRANSPARENCY 1-D

TRANSPARENCY 1-D

DISCUSSION

Phase III of Staffing Pattern I is a transitional one in which students begin to receive more English instruction. The English program will consist of the following for Spanish dominant students: (1) initial reading; (2) English oral language development; and (3) certain units of initial reading in science and social studies. Before introducing the first reader, the teacher should give the students the opportunity to experience vocabulary and language patterns related to the reader in an oral context. This strategy should be implemented with each story. Students will feel more comfortable with the printed page if the vocabulary item and the language structure have been presented orally before reading is initiated. There is no time lost in using this approach; indeed, learning and teaching will become more efficient and meaningful. The results should be beneficial to all concerned and success more readily achieved.

Limited English proficient students will now be reading in both languages; however, they should be more advanced in the Spanish reading program. Care must be taken to see that skills are always taught first in Spanish before these same skills are introduced in English. Analyzing when particular skills are taught in both Spanish and in English readers is excellent practice for teachers and provides expertise in planning when skills must be taught in each language. Some adjustments may be made; for example, in teaching the comprehension skill of locating the "main idea," it should be noted that obtaining the main idea from a selection is difficult enough without the problem of decoding in a second language. If students are taught to find the main idea in Spanish first, when this is taught in English later, the process will be easier

and more effective. In other words, the experience of locating the "main idea" in Spanish will facilitate identifying the "main idea" in English. There is a lot to be gained and nothing to be lost.

Math can continue to be taught in Spanish; however, more English can be used as children become more and more proficient. Math can be taught bilingually since this particular curriculum area lends itself to this strategy. Eventually, math can be taught all in English. However, story problems must be taught in an oral context first so that children will understand.

Science and social studies can again be taught by unit, one in science in Spanish and one in social studies in English. The second units will be taught in the same way except that at this time the second unit in science is to be taught in English and the second unit in social studies in Spanish. At no time should the same unit in either content area be taught first in Spanish and then in English. This would involve needless repetition of content and would risk becoming boring.

Staffing Pattern II

Self-contained classroom

- One bilingual teacher
- Most students are of limited English proficiency; some are bilingual and some are English dominant
- The teacher plans and instructs in the two languages.
- Students are grouped within the classroom according to individual language needs.

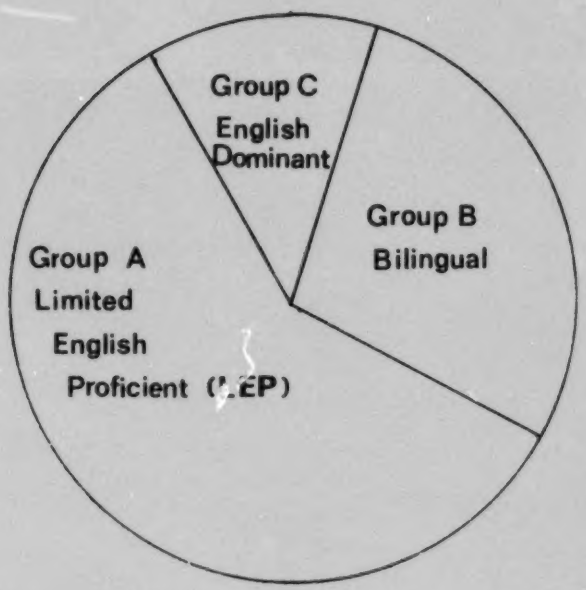
TRANSPARENCY 2-A

TRANSPARENCY 2-A

DISCUSSION

Staffing Pattern II focuses on a self-contained classroom with a bilingual teacher. Most of the students are of limited English proficiency; however, some may be bilingual while others are English dominant. This will necessitate an instructional program for each of these groups. In order to make grouping less of a problem, the bilingual children can be grouped with the limited English proficient students for Spanish language instruction in selected curriculum areas. The teacher will still be able to form three basic groups unless individualization is the mode of instruction.

Grouping of Students for Staffing Pattern II



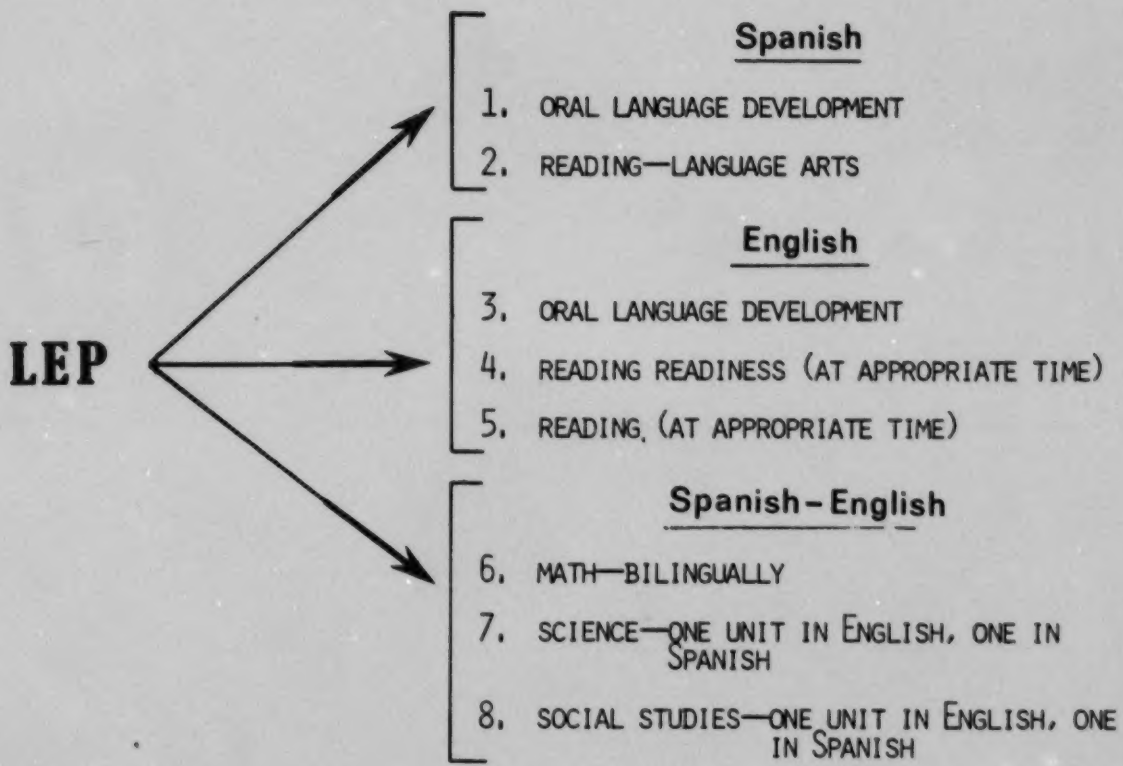
GROUP A - LEP STUDENTS - INSTRUCTION PRIMARILY IN SPANISH WITH ENGLISH ORAL LANGUAGE DEVELOPMENT TO FOCUS ON ENGLISH BASAL READER VOCABULARY.

GROUP B - BILINGUAL - INSTRUCTION IN SPANISH AND ENGLISH WITH EMPHASIS ON ENGLISH FOR ABOUT $\frac{2}{3}$ OF THE DAY.

GROUP C - ENGLISH DOMINANT - ALL ENGLISH INSTRUCTION WITH INSTRUCTION IN SPANISH AS A LANGUAGE STUDY GUIDE.

TRANSPARENCY 2-B

Conceptual Framework for Curriculum Content and Language Usage



TRANSPARENCY 2-C

TRANSPARENCY 2-C

DISCUSSION

Spanish oral language development should be emphasized in the first three grades (K - 2) and should include vocabulary from basal readers and from science and social studies curriculum.

Reading - language arts should include reading, writing, spelling and language study. Reading should begin after reading readiness skills are taught.

English oral language development should be emphasized continuously throughout the first four grades (K - 3). This instruction should not be dropped until students are reading at an appropriate level in English. The emphasis should be on vocabulary from the basal readers. This will permit the teacher to acquaint the students with vocabulary prior to reading or introducing a particular story. English reading should not be introduced too early. Students should be well advanced into the Spanish reading program before English reading is introduced. Little time will be lost, since development of concepts and skills is proceeding in Spanish.

Reading readiness in English should consist only of those readiness skills directly related to the English language. Directionality should not be taught again. Visual discrimination and visual memory should be continued but must include only letter and word discrimination skills development which relate to English. Pre-writing skills are not taught again since these have already been taught in Spanish. These skills are the same in either language. Phonetic instruction must be taught since the sound systems are not exactly alike. However, students should be made aware of the similarities between the two sound systems.

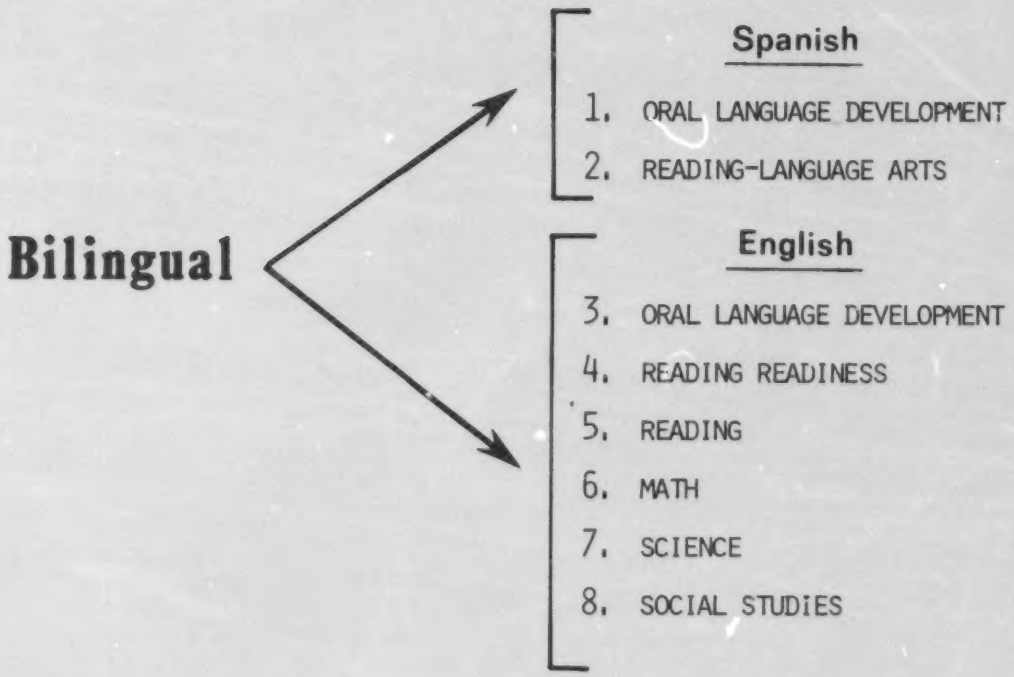
English reading is to be introduced at the appropriate time: when students have become literate in the three skills of speaking, reading, and writing in their first language, Spanish. English vocabulary from readers should be intro-

duced in the oral language development component. (See #3.)

Math may be taught bilingually since the number system and the mathematical operations are the same in either language. However, students need practice in English math vocabulary while being taught bilingually. The approach may be followed until all students can deal with mathematics entirely in English. Spanish may still be used when needed. Story problems must be taught first in an oral context to facilitate the acquisition of reading and comprehension skills.

At the very early stages, science and social studies may be taught in Spanish only so that students can acquire the appropriate vocabulary. At a later time, when students' grasp of the English language is more firm, these subject matter areas may be taught in unit format. In a transitional bilingual program, both science and social studies will eventually be taught in English only.

Conceptual Framework for Curriculum Content and Language Usage



TRANSPARENCY 2-D

TRANSPARENCY 2-D

DISCUSSION

Since the students described in this staffing pattern are bilingual, Spanish language instruction will consist primarily of maintenance of the language so that this acquired skill is not lost but rather enhanced. At the same time, maintenance of the Spanish language will prevent a break between home and school language preference, and both academic achievement and self-concept will be served in a very positive way.

Spanish reading is important to bilingual children since they will be introduced to reading in the language in which they are probably more proficient. They need to become literate in the language of greater proficiency. Reading readiness, which is introduced before basal texts, should include all readiness skills. Since reading readiness skills in Spanish will be introduced first, it is very important that all of these skills be taught, including pre-writing skills.

English oral language development: All children, whether LEP, bilingual, or English dominant, need oral language development since this is a prerequisite to reading and writing. The OLD program can consist of vocabulary and language structures from the English basal reading program. This will prepare children for the reading program so they will learn to read without undue stress.

The English phonics program should not be taught at the same time as the Spanish phonics program. In this way confusion between the two sound systems will be minimal. It is suggested that instruction in English phonetics be kept to a minimum and that the global or sight word approach be used extensively at the early stages. Perhaps some stress should be given to the different sounds of the English vowels since these deviate

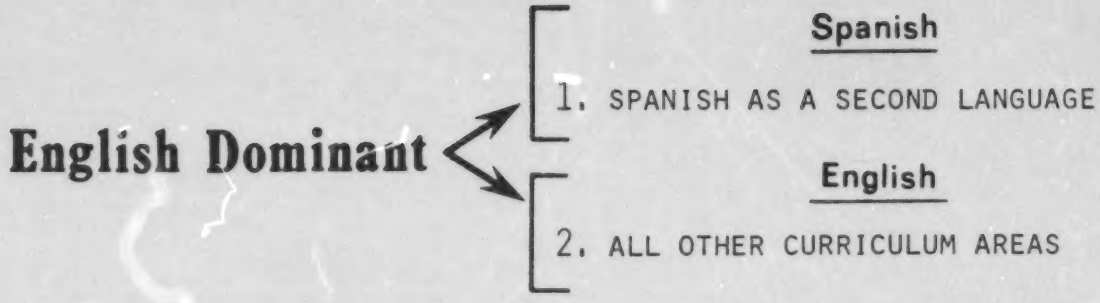
extensively from the Spanish.

English reading readiness should stress the readiness skills that are connected to the particular language, English. Directionality and pre-writing skills should have already been taught in Spanish and therefore should not be repeated.

English reading: As has already been suggested, English reading could perhaps be taught more efficiently and economically through the global or sight word approach. Some of the children can be placed with the reading group of English dominant children since it is quite possible that they are able to work with these groups very effectively.

Math, science, and social studies: All these curriculum areas can be taught in English. The children can be grouped with the English dominant students.

Conceptual Framework for Curriculum Content and Language Usage



TRANSPARENCY 2-E

TRANSPARENCY 2-E

DISCUSSION

Spanish-as-a-second-language: English dominant children may be taught Spanish-as-a-second-language. A better label for this may be Spanish as a foreign language since these children are not always able to practice their Spanish in the same way that LEP and bilingual children are able to practice their English. In order to facilitate the grouping for instruction process, these children can be grouped with the bilinguals for most of the English instruction.

Other curriculum areas: It will be necessary to provide these children with English instruction in all other curriculum areas.

Staffing Pattern III

Self-contained classroom

- One bilingual teacher
- Most students are LEP and some are bilingual.
- The teacher plans and instructs in the two languages.
- Students are grouped within the classroom according to individual language needs.

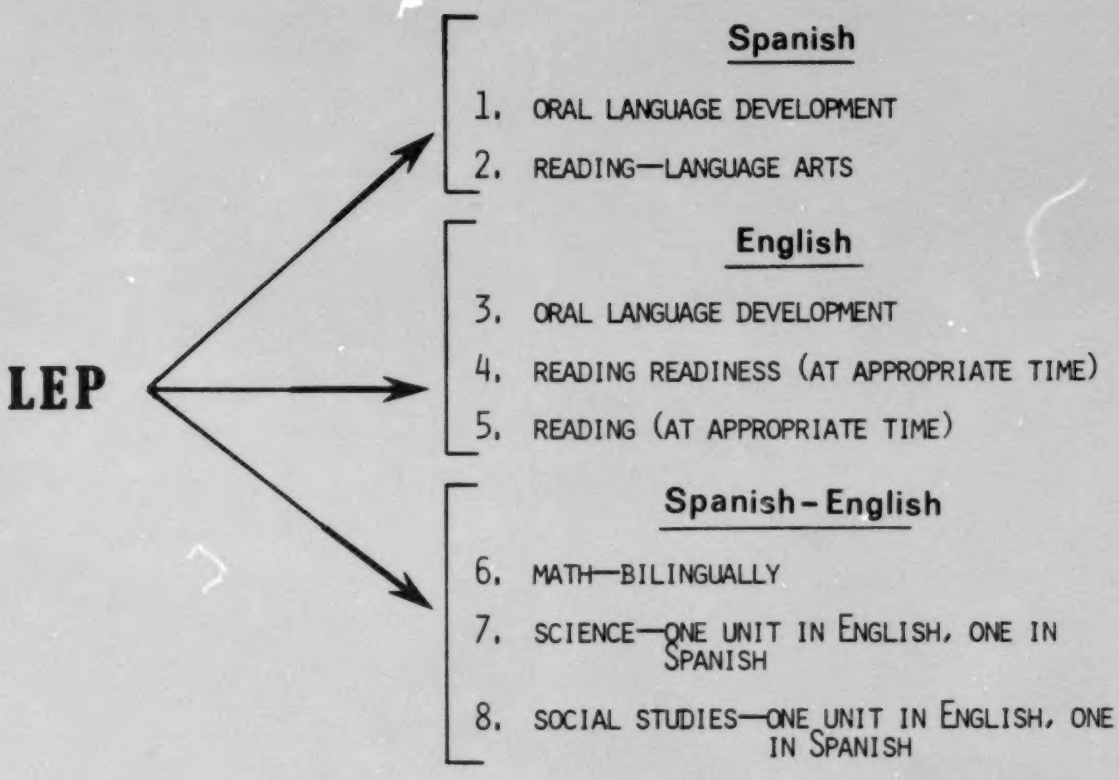
TRANSPARENCY 3-A

TRANSPARENCY 3-A

DISCUSSION

Staffing Pattern III is for a self-contained classroom with a bilingual teacher who will be planning and instructing in the two languages. Most of the students are of limited English proficiency while some are bilingual. Both groups can be combined for much of the Spanish language instruction. English language instruction will have to be dealt with differently since the bilingual children will need more of it than the LEP children, especially in the initial stages. However, it seems unlikely that many of the students from the LEP group will ever be at the same level of instruction in English as the bilingual group. Perhaps some will, but most will not.

Conceptual Framework for Curriculum Content and Language Usage



TRANSPARENCY 3-B

TRANSPARENCY 3-B

DISCUSSION

Spanish oral language development should be emphasized throughout the primary grades (K-3) and should include vocabulary from all curriculum areas. This instruction should be planned and structured to achieve maximum results.

Spanish reading readiness should include all readiness areas to assure that children are prepared for the more formal reading tasks. This includes directionality, visual discrimination, visual memory tasks, initial phonics, and vocabulary/language that is a part of the Spanish reading program. Pre-writing skills should also be included.

Spanish reading and language arts should include initial reading, writing, spelling, and language. Ideally, the writing and spelling lessons should come from the content of the basal readers. Children should be writing and spelling words and sentence patterns taken from the basic texts. Ideally, the mechanics of the language should also be taught as these appear in the reading selections.

English oral language development should focus on vocabulary and sentence patterns from the basic English readers. This instruction must be given prior to reading a particular text or a particular story selection. This is important since the LEP children are not fluent in the English language. Spanish oral language development is taught differently because this is the language of greater dominance and students are quite fluent in it.

English reading readiness must not include directionality and pre-writing skills since this will involve needless repetition. Other readiness tasks will include those aspects of English that are unique to the language

such as phonetic skills, refinement of visual discrimination, and visual memory tasks. English vocabulary and language patterns must continue to be emphasized.

Reading and the other language arts such as writing, spelling, and the mechanics of language should be taught on a regular basis and should emphasize the content of the basal readers. Ideally, children should be learning to write and spell the vocabulary and sentence patterns from the basal texts through dictation exercises.

Math can be taught bilingually, which requires that the teacher use one language or the other to teach basic concepts. There should be a gradual increase of the English language until all math instruction is in English. Story problems should be taught with stress on the language content to be sure that students know what is asked. This may require an oral language development lesson for comprehension purposes. It is not enough to know that children have trouble with story problems. One must find the means by which the problems can be minimized. The following is one way in which these problems can be attacked: (1) review the vocabulary content; (2) re-read the problem; (3) identify the logical implications for determining the math operation that needs to be used; (4) re-read the problem; (5) demonstrate the proper procedure; (6) let children work the following story problems.

Science and social studies can be taught in both languages; however, the mixture of the two languages must be minimal. One unit in science may be taught in Spanish while one unit in social studies is taught in English. The next unit in science is to be taught in English while the next unit in social studies is taught in Spanish. These units should always be presented at the same time so that there is sufficient instruction

in both languages throughout each day. If both subjects are taught in Spanish during the same day, language study in both languages is minimal and not as effective.

STAFFING PATTERN IV

Learning Objective

The teacher trainee will be able to identify several factors and characteristics of a team teaching-bilingual education classroom that have an effect on program planning and implementation.

Enabling Activity I (one class period)

The instructor will focus on the following: (1) present and discuss transparencies 4-A, 4-B, and 4-C; (2) discuss the following: (a) what are the problems encountered when two teachers work together in this type of classroom organization? (b) what type of program can be planned to meet the needs of an all LEP group? (c) how is this pattern different from the one with a self-contained organizational pattern? (d) why is grouping for instructional needs easier with this pattern? Or is it? Why?

Activity I

Students are to submit an analysis of this staffing pattern that addresses the following issues: (1) efficiency of the staffing pattern; (2) the type of ditrict where this would be suitable and why? (3) its positive and negative aspects.

Enabling Activity II

The instructor will focus on transparencies 4-B and 4-C and discuss the content. Discussion should address the following: (1) the rationale for Phase I and Phase II; (2) rationale for one unit in Spanish and one in English for science and social studies; (3) the equal distribution of curriculum areas for each teacher; (4) how math can best be taught by both teachers; (5) are reading readiness and activities to be taught

twice, once in Spanish and once in English and are any excluded in English due to the similarities between certain ones? (6) is there a need for a Phase III and, if so, how would it be different than the other two initial Phases?

Activity III

Students could do the following: (1) visit a team teaching classroom if one is available; (2) submit a three-page analysis of the staffing pattern; (3) develop one that is better and more suitable to their particular areas; (4) make a group report in which all students participate for the purpose of deciding the type of communities where this would be applicable.

Staffing Pattern IV

Team teaching (two classrooms)

- One bilingual teacher and one non-bilingual teacher.
- Fifty to sixty children in the two classrooms.
- All children are of limited English proficiency
- The bilingual teacher plans and instructs in Spanish and the non-bilingual teacher plans and instructs in English. All planning will need to be done cooperatively.
- Children will need to be grouped according to individual needs and levels of language proficiency.

TRANSPARENCY 4-A

TRANSPARENCY 4-A

DISCUSSION

Staffing Pattern IV consists of two teachers, one bilingual and one non-bilingual. Anywhere from 50-60 children will be served by the two teachers. All of the children are of limited English proficiency (LEP). It is hoped that these children are not all LEP students because they were segregated but only because of a natural course of events. Needless to say, a homogeneous group such as this is undesirable since the children will not have any role models. It is better if different groups are mixed so that each group will be able to learn from the other. Nevertheless, teachers can perform in a very effective and efficient manner if there is considerable planning which addresses the students' specific needs.

Although all children are of limited English proficiency, they will tend to differ in many ways, such as maturity level, readiness for academic work, home environment, and attitudes. They also may possess many strengths that should be built upon. They are able to communicate effectively in their dominant language, they possess a willingness to learn, and they are eager to please. This will set the stage for learning; the teachers have only to plan an instructional program that is especially developed according to their needs. It is important that the teachers' attitudes about these children be positive and that their committment to help them learn be uppermost in their minds. These children <u>can</u> learn and <u>will</u> learn with a well-planned program.

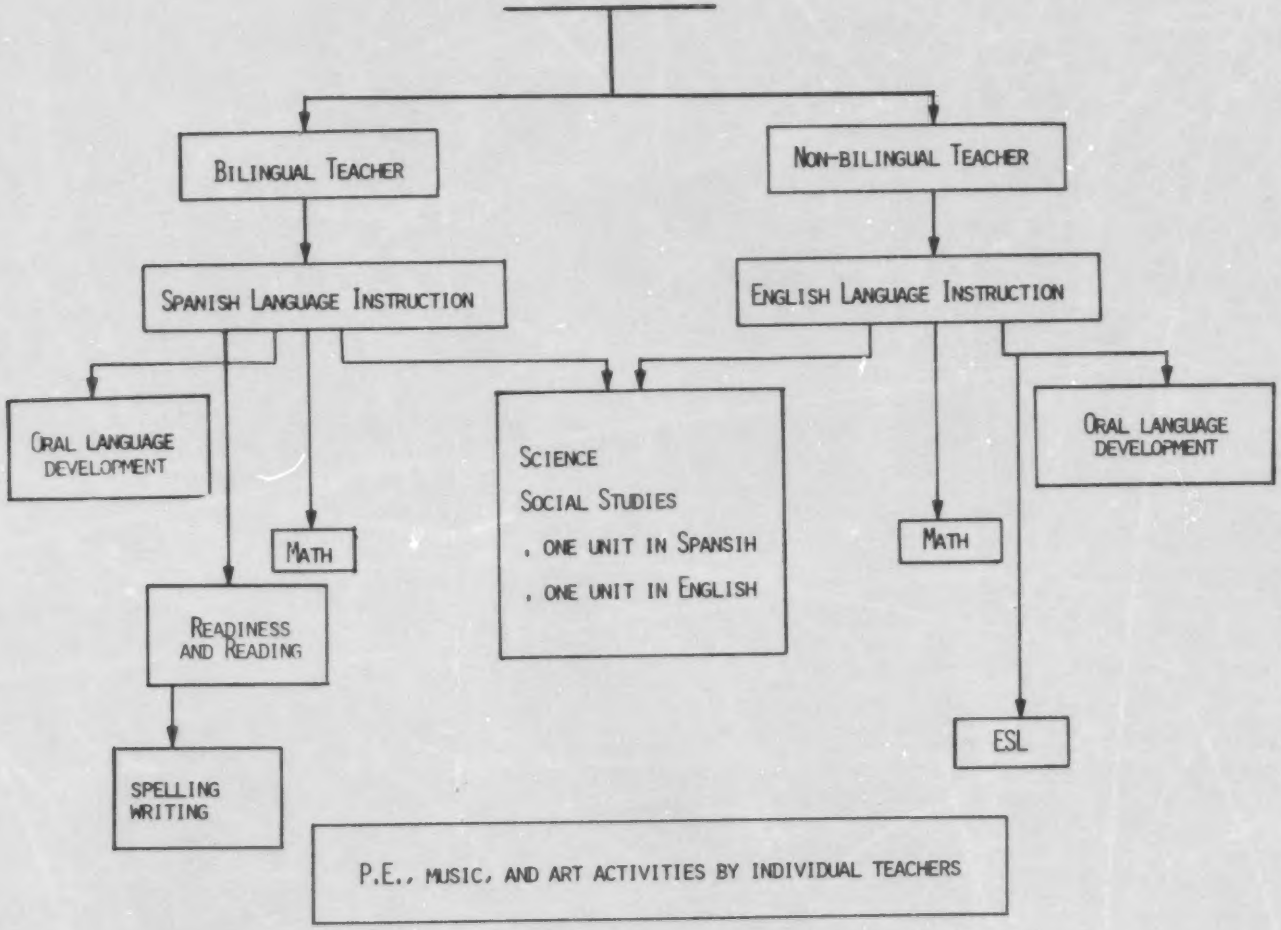
The bilingual teacher in this pattern will be responsible for Spanish language instruction. This does not mean that she cannot use English in the classroom; however, her major role is to plan and instruct in Spanish. All the Spanish curriculum will be her responsibility. The non-bilingual

teacher will be responsible for English language instruction. This also does not mean that she cannot use Spanish; however, her major role is to plan all the English language instructional program.

This type of staffing pattern requires team teaching. This means that both teachers will work as a team and plan as a team. All of the 50 to 60 children are the responsibility of both teachers and not just the 25 or 30 that each will have in her homeroom. This pattern will only be successful if both teachers are able to work together in a cooperative manner. This implies a discussion of the instructional needs of individual children as well as the needs of particular groups of children.

Curriculum Content and Language Usage for Staffing Pattern IV

(Phase I)



TRANSPARENCY 4-B

TRANSPARENCY 4-B

DISCUSSION

The curriculum content in a team teaching staffing arrangement is the same as in all other bilingual classrooms except that this arrangement involves two teachers, one bilingual and one non-bilingual. Children will need to be divided between the two teachers for specific types of language instruction and subject matter. The bilingual teacher will teach oral language development in Spanish, reading readiness, and reading when the children are ready. Math can be taught bilingually, in Spanish and English, to children who have greater dominance in Spanish. Math should eventually be taught totally in English. For the LEP student, a language instructional program in English must be included so that children learn how to express math terminology and the content of story problems; however, the teacher can use Spanish as needed to clarify concepts and other content. This instruction will need to be highly structured and presented at a pace suitable for this particular group.

The non-bilingual teacher will teach English oral language development to children who speak some English, but who are nevertheless limited in that language. The content for this program should focus on the vocabulary and language patterns of the English basal readers and is preparatory in nature. Oral language development instruction must be carefully planned so that appropriate content and language is learned. First, the vocabulary from the basal readers must be listed. Second, sentence patterns that reflect this vocabulary must be prepared and taught with considerable practice and concrete examples of each vocabulary word. This process should be followed with each basal reader before children can be expected to begin reading. Third, students can develop their own stories using the

vocabulary from the readers. The process is similar to the language experience approach except that the content is imposed by the teacher and the textbooks.

The English-as-a-second-language component is added so that children who are more limited in English can be taught as a group with second language methodology. This kind of group needs instruction that is more structured and more methodically presented.

Math in English is primarily for children who have a greater command of the English language. However, the need still exists for language development in which story problem vocabulary is directly taught as a part of the math program.

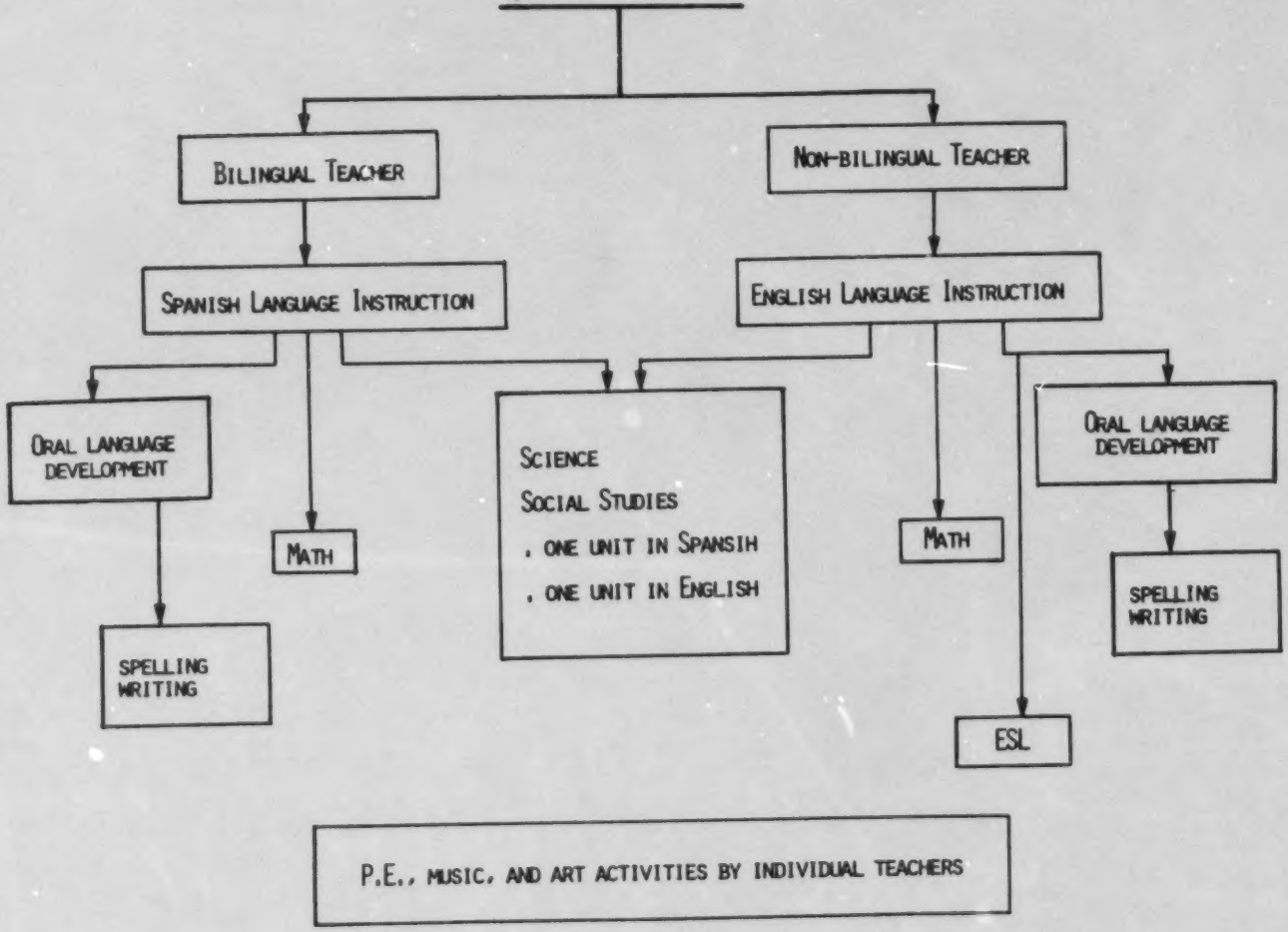
Science and social studies can be divided into units, one in each language. While the bilingual teacher teaches a science unit in Spanish, the non-bilingual teacher can teach a social studies unit in English. This can be done on a per semester basis: the bilingual teacher teaches science in Spanish all semester and the non-bilingual teacher teaches social studies in English all semester. At mid-term, teachers trade either classrooms or children at which time the bilingual teacher teaches the other children social studies in Spanish while the non-bilingual teacher teaches science in English to the other children. Science and social studies units must be divided equally throughout the school year so that half of the units are taught the first semester and half the second semester. In this way, children would have studied half the units in social studies and science in Spanish and half in English. Needless repetition of content is minimized in this manner.

Music, art and physical education activities are to be conducted by the individual teachers for their own students.

It must be noted at this time that this staffing plan addresses only language distribution of the curriculum content. Children are to be grouped as a unit of 50 to 60 children, and then small groups must be organized for different types of instruction with individual teachers.

Curriculum Content and Language Usage for Staffing Pattern IV

(Phase II)



TRANSPARENCY 4-C

TRANSPARENCY 4-C

DISCUSSION

Transparency 4-C includes the curriculum content and language usage for Staffing Pattern IV, Phase II. Phase II includes only basic instruction in the two languages. The bilingual teacher teaches oral language development based on the vocabulary and language patterns found in the Spanish readers. This will give students experience with the language of the readers and thus facilitate the reading process. Spelling and writing skills should be taught primarily based on what the student has learned to read. The child will learn to spell and write what he/she has learned to read.

Math continues to be taught either bilingually or all in English depending on how many children are still having difficulty with the English language. If only two or three children are still functioning only in Spanish, they can be taught primarily in Spanish on an individual basis while other children are taught primarily in English.

The non-bilingual teacher can continue oral language development in English based on the vocabulary of the reader. This process should never be stopped, at least through the first four grades, K-3. Children experiencing difficulty with the English language should continue with ESL which includes second language methodology. Though the ESL group will be small by this time, they must continue to study English in this manner. These students can, however, be included with the other oral language group. The ESL instruction is just another means by which English can be acquired. Students are getting a double dose of English oral language development but in different ways.

Reading readiness should also be taught in English but must include

only the readiness skills directly related to the language, such as visual discrimination of letter-to-letter and word-to-word correspondence as well as phonics. Children can learn that certain sounds in English are the same as in Spanish.

Spelling and writing can be taught as separate subjects in English. Another way in which these can be taught is to teach children to write and spell what they have learned to read. This will provide reinforcement which should prove helpful to the reading process.

Great care should be taken by both teachers when teaching phonics since the possibility exists that children may become confused if both phonetical systems are taught at the same time. It would be appropriate to teach Spanish phonetics first before children start to read in Spanish. In this way, students will not be as confused when the English reading program is introduced. English reading programs tend to include a heavy phonics unit.

Science and social studies can be taught in both languages, one unit in Spanish and one in English. This can be done by semesters: science is taught in English and social studies in Spanish. Another possibility is for the bilingual teacher to teach one science unit in Spanish while the non-bilingual teacher teaches one social studies unit in English. After completion of the first units, each teacher trades either classrooms or students during the designated period, and the students who were taught social studies in English will now be taught a science unit in Spanish. The students who were taught science in Spanish will now be taught social studies in English. This type of arrangement requires careful planning and scheduling. Both teachers must work together closely and must get along well.

P.E., Music, and art activities may be conducted by individual teachers with their respective homerooms.

STAFFING PATTERN V

Learning Objective

The teacher trainee will be able to identify several factors that are unique to a team teaching classroom where LEP children are mixed with other children and where one teacher is not bilingual.

Enabling Activity I

The instructor will focus on transparencies 5-A, 5-B, and 5-C. Discussion could focus on the following: (1) positive aspects of having a classroom with children of different language abilities; (2) concerns with grouping procedures (one teacher is not bilingual and the children are mixed); (3) the curriculum content for all groups -- which curriculum area is to be taught, in which language, and by whom; (4) how math can be taught bilingually; (5) rationale for science and social studies being taught by units, one in English and one in Spanish; (6) concerns about whether all reading readiness skills should be taught twice; (7) when reading in English should be initiated; (8) in which curriculum areas all groups can be mixed or heterogeneously grouped.

Activity I

1. Submit an analysis of this staffing pattern on the positive and negative aspects.
2. Do research on the best means for grouping that is of greater benefit to children.
3. Make a survey of bilingual teachers within the immediate area to determine the type of staffing patterns being utilized. (A survey instrument could be developed by the class, tested for clarity, and used to obtain the needed information.)

4. Students could visit and observe bilingual classrooms to determine curriculum content, time allocations, language usage, and materials utilization.

Staffing Pattern V

Team teaching (two classrooms)

- One bilingual teacher and one non-bilingual teacher.
- Most children are LEP, some are bilingual, and some are English dominant.
- The bilingual teacher plans and instructs in Spanish and the non-bilingual teacher plans and instructs in English
- Students are grouped within the classrooms according to language ability.

TRANSPARENCY 5-A

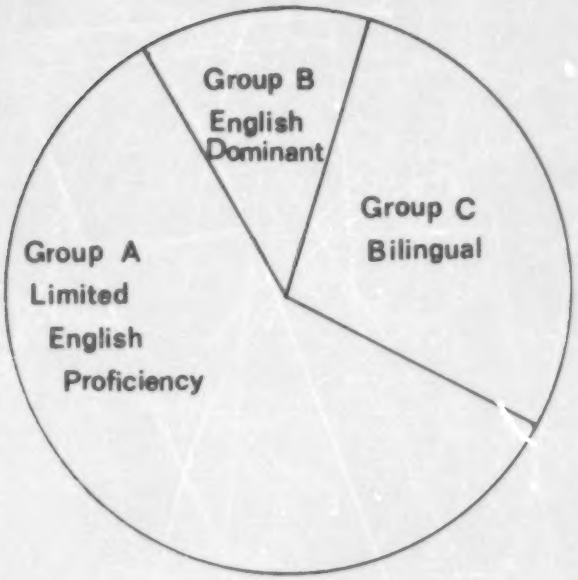
TRANSPARENCY 5-A

DISCUSSION

Staffing Pattern V is a team teaching situation with one bilingual teacher and one non-bilingual teacher. The bilingual teacher plans and teaches in Spanish and the non-bilingual teacher plans and instructs in English. It is of utmost importance that both teachers plan cooperatively to insure that all children receive the type of instruction most appropriate to their individual needs. If this does not occur, groups will tend to remain stable and rigid, and this in turn will limit the development of skills within each group.

Joint planning will insure teacher awareness of skills being taught in one or the other language. Needless repetition of similar skills will be avoided. Great care should be taken to team together teachers who are flexible and willing partners and who are willing to sacrifice to some degree individual autonomy. The sacrifice will not be detrimental to each individual teacher since both are there to teach in the best way possible. The strengths that each teacher brings to the classroom will be emphasized to a greater extent since each will be responsible only for planning and teaching in one language.

Grouping of Students for Staffing Pattern V



GROUP A - LEP STUDENTS - INSTRUCTION PRIMARILY IN SPANISH WITH ENGLISH ORAL LANGUAGE DEVELOPMENT TO FOCUS ON ENGLISH BASAL READER VOCABULARY.

GROUP B - ENGLISH DOMINANT - ALL ENGLISH INSTRUCTION INCLUDING A SPANISH-AS-A-SECOND LANGUAGE UNIT.

GROUP C - BILINGUAL - INSTRUCTION IN SPANISH IN SELECTED CURRICULUM AREAS WITH EMPHASIS ON ENGLISH FOR MOST OF THE DAY.

TRANSPARENCY 5-B

TRANSPARENCY 5-B

DISCUSSION

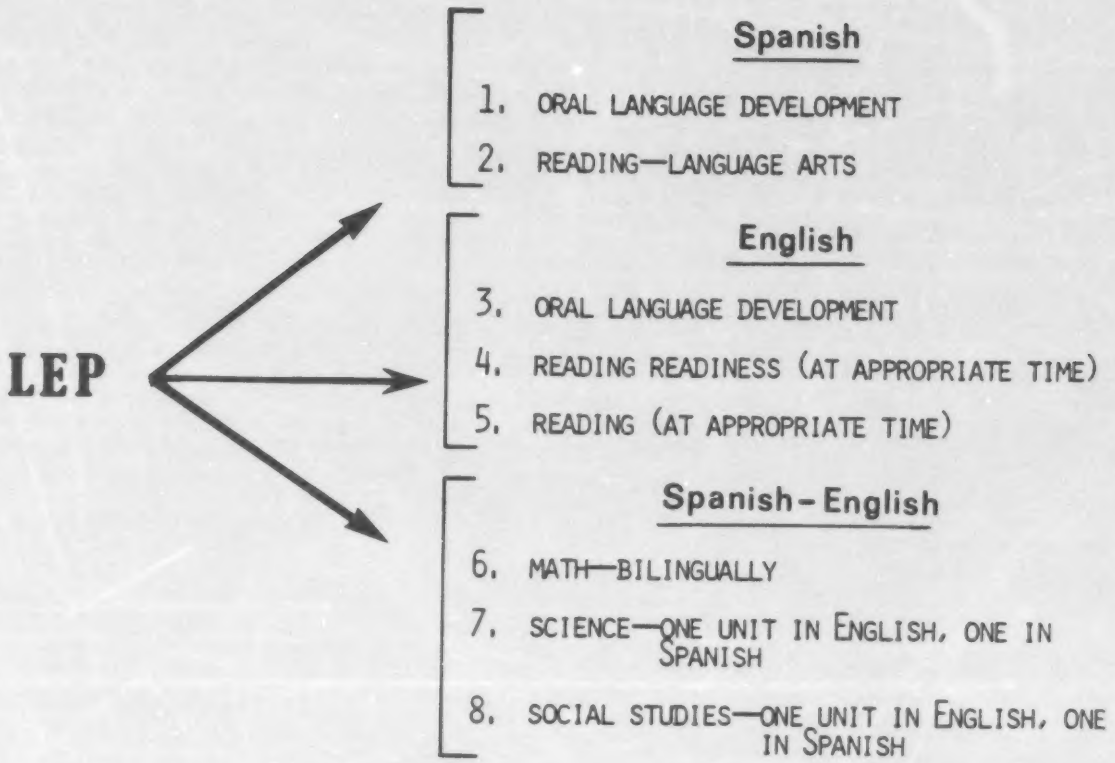
Limited English Proficient students will receive instruction primarily in Spanish with a heavy concentration of oral language development in English. OLD (oral language development) in English will focus on vocabulary and language patterns taken from the English basal readers. Additional oral language development activities should be taken from the content areas, science and social studies. This can either precede or follow science or social studies lessons. Math can be taught bilingually: primarily in Spanish for the more Spanish dominant students within the LEP group and primarily in English for the more English proficient students. The division of languages does not have to be strictly adhered to, but teachers must make sure that children acquire the appropriate vocabulary in English. Eventually, math will be taught all in English since it is considered one of the most culture-free areas of instruction. This is also necessary since most bilingual programs across the nation are transitional in nature. A maintenance program would include the opposite - math would be taught in both languages throughout the grades.

English dominant children will be taught an all-English program which can include a study of Spanish-as-a-second-language. Since this particular group is usually small, these children may be able to learn Spanish quickly because the larger group is Spanish speaking. If the English dominant group were larger, Spanish language learning would probably be less since the role models would not be there. In this case, the group would more than likely learn Spanish as a foreign language and not as a second language.

The bilingual group will receive instruction primarily in English in most curriculum areas while being instructed in Spanish in certain selected

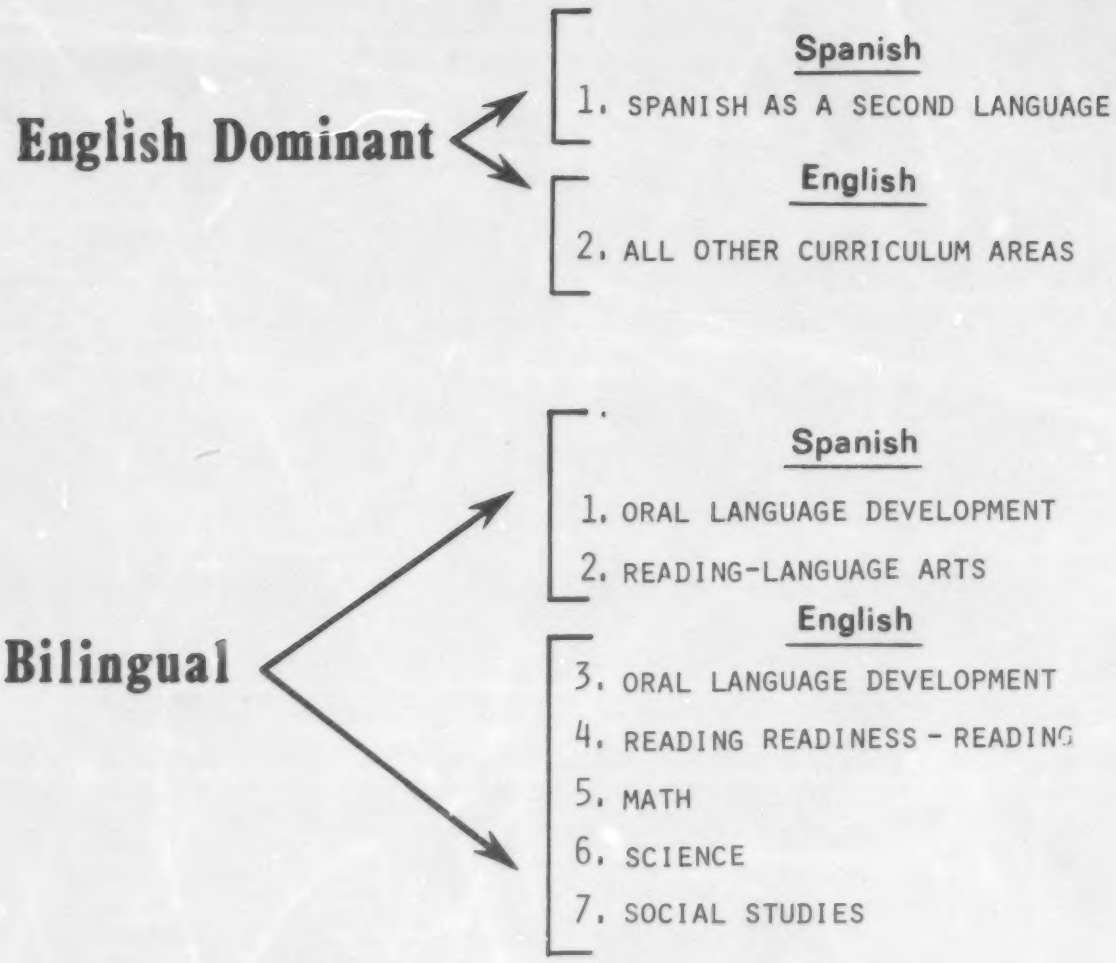
curriculum areas. These bilingual students can be grouped with the LEP students for Spanish language instruction and with the English dominant students for English language instruction. This will facilitate the grouping procedures.

Conceptual Framework for Curriculum Content and Language Usage



TRANSPARENCY 5-C1

Conceptual Framework for Curriculum Content and Language Usage



TRANSPARENCY 5-C2

TRANSPARENCY 5-C1 AND 5-C2

DISCUSSION

The curriculum content and language usage for Staffing Pattern V is similar to Staffing Pattern II since both serve children who are of limited English proficiency, bilingual, and English dominant. The difference is in the number of teachers, the language each will teach, and the organizational pattern each one utilizes. This is a team teaching situation with one bilingual teacher who will teach in the Spanish language and one non-bilingual teacher who will teach in English. Since both teachers instruct students who are not completely Spanish dominant, both will eventually be involved with English language instruction.

It will be noted that LEP students will receive instruction in Spanish in the following curriculum areas: (1) oral language development; (2) reading and language arts. English instruction will consist of the following: (1) oral language development; (2) reading readiness - when appropriate and (3) reading, at the appropriate time. Spanish and English instruction will include (1) math taught bilingually, (2) science - one unit in Spanish and one in English, and (3) social studies - one unit in Spanish and one in English.

Oral language development for LEP students should include show-and-tell activities, sharing time and nature walks at which time children will have the opportunity to observe and talk about their school environment. It can also include specific vocabulary related to the Spanish reading program and the content areas including science and social studies. The reading and language arts instruction includes reading readiness preparation such as directionality, visual discrimination, visual memory, initial phonics instruction, and pre-writing skills. Spelling and writing skills

form part of the instruction. Students should learn to spell and write what they learn to read. This strategy should serve as a reinforcement of material read and should be continued throughout the grades. This is especially helpful in Spanish since there are very few such books or texts available.

English oral language development for LEP students should consist of an intensive oral language program which is both structured and unstructured. A structured program may be used such as commercially available ESL programs. The ESL programs are primarily for the more Spanish dominant children or the more severely limited in English language skills. These programs insure a methodical and sequential development of English language skills without undue stress on teacher time. However, care should be exercised when using this type of program since they may tend to become too mechanical and boring. Varied activities should be included to make language learning more exciting and more meaningful.

The ESL program should be used in conjunction with a diagnostic process. Teachers will need to observe students' speech patterns and language usage in order to eliminate lessons children do not need. Frequently, lessons can be skipped if children do not need the language patterns emphasized.

Reading readiness in English should be carefully planned so that readiness activities already taught in Spanish are not duplicated. Skills such as directionality need only be taught once. This is also true of pre-writing skills and initial visual discrimination and visual memory skills such as picture-to-picture, shape-to-shape and letter-to-letter activities. Only those skills that directly involve the English language need be taught, such as word-to word visual discrimination and visual memory. Phonics instruction in English can also be considered a readiness

skill since it is included in the reading programs of many readiness texts. A better approach is to teach phonics as children learn to read, using the sight word approach.

Reading readiness in English should not be taught at the same time as reading readiness in Spanish is taught. This would involve needless repetition of content. Initial reading should also not be taught in English at the same time that initial reading is taught in Spanish. The English reading program should not be initiated until children are able to speak the language with an appropriate degree of fluency.

English reading for LEP students should include a language program related to the vocabulary and language patterns from the selected readers. Students should be introduced to the forthcoming language content in an oral context. This will provide experience with the language before reading the text. Reading in English should not be formally initiated until children are reading in Spanish with appropriate fluency and understanding of the written word.

Math may be taught bilingually, which means that teachers can use Spanish and English when deemed appropriate. However, it is important that children acquire the English vocabulary inherent in math since eventually math will be taught primarily in English.

Science and social studies can also be taught bilingually. While the first science unit is taught in Spanish, the first social studies unit can be taught in English. The process is then reversed. The same unit in each area must not be taught in both Spanish and English since this would involve needless repetition of content. A word of caution—both curriculum areas should not be taught in Spanish or English at the same time since this will cause an over-emphasis on one language. Children need experience

with both languages in different curriculum areas throughout each day.

English dominant children will be taught Spanish as a language only while all the other curriculum areas are taught in English. The more gifted students can be included in other Spanish language instruction at a time in which their Spanish language speaking ability is at an adequate level, and providing they are highly motivated to learn Spanish.

Bilingual children can fit into both English and Spanish instruction with the other two groups. This will facilitate grouping procedures. Bilingual children will receive oral language development reading and language arts in Spanish. All other curriculum areas can be taught in English. However, the possibility does exist that these students may participate in the Spanish portion of science and social studies. This is especially applicable for children who are not completely bilingual.

STAFFING PATTERN VI

Learning Objective

The teacher trainee will be able to identify the unique characteristics of the staffing pattern and will be able to state the problems encountered in its implementation.

Enabling Activity I

The instructor will focus on transparencies 6-A and 6-B. Discussion could include the following: (1) the differences between this pattern and the other; (2) training of aides; (3) children to be served; (4) language proficiency of the aide; (5) desirable and undesirable characteristics of the pattern; (6) aide's responsibilities and teacher's responsibilities; (7) meeting the state requirements of a bilingual program.

Activity I

1. Perform a random sample survey of bilingual programs to determine where this pattern is being used.
2. Write an analysis of why this pattern should or should not be used.
3. Conceptualize the means by which all curriculum areas can be taught in both languages. This could be a class or group project.
4. Organize a debate team who will argue for the use of this pattern and one that will debate against it.

Staffing Pattern VI

Self-contained classroom

- One non-bilingual teacher and one bilingual aide
- Classroom may contain all LEP children but may also include bilinguals and English dominant children
- The teacher plans and instructs the English program
- The bilingual aide plans the Spanish program and instructs in Spanish.

(This is one of the least desirable arrangements)

TRANSPARENCY 6-A

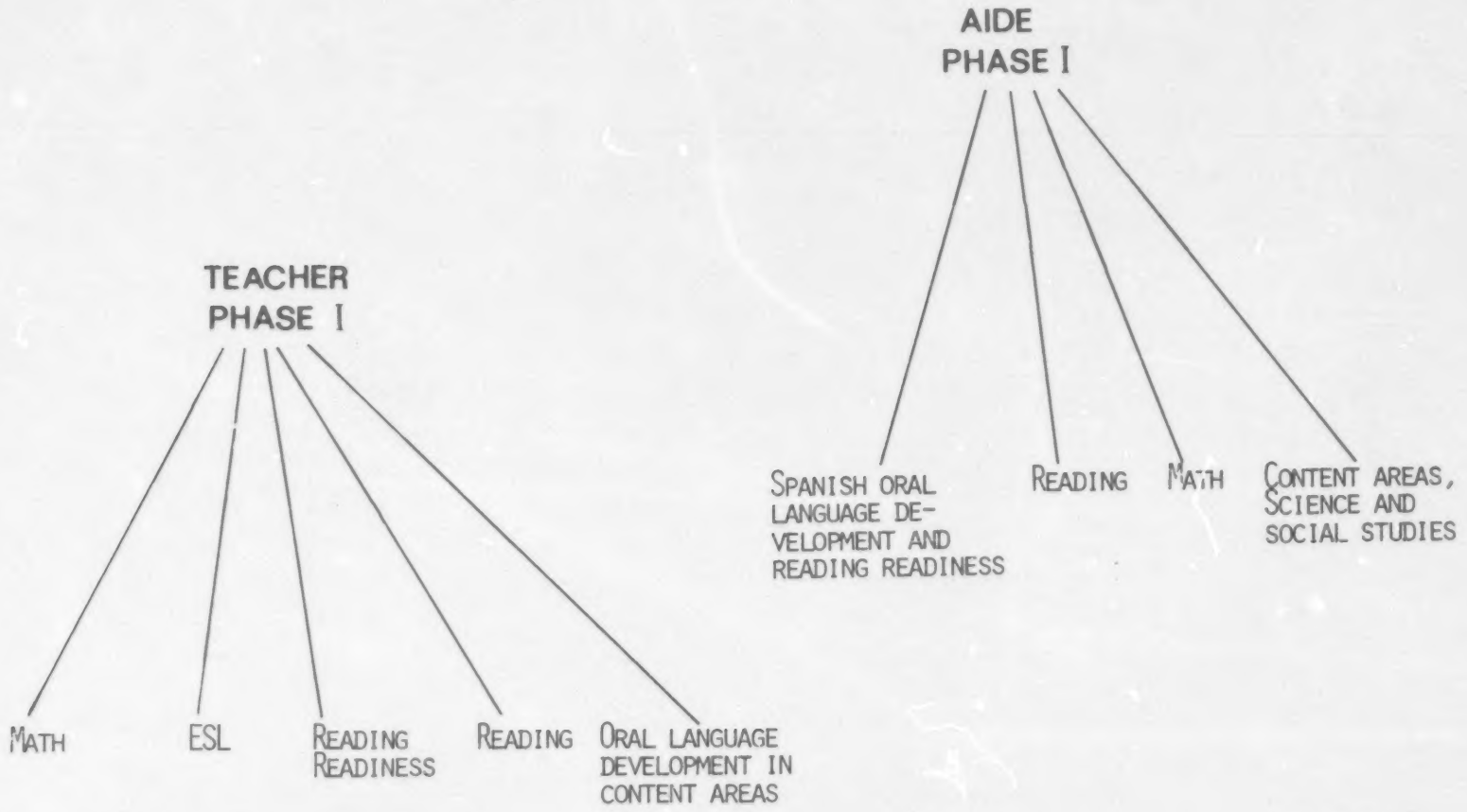
TRANSPARENCY 6-A

DISCUSSION

This staffing pattern is one of the least desirable arrangements since the aide is given all the responsibility of the Spanish program. If the aide possesses limited teaching skills, the Spanish program may be severely impaired both in content and teaching strategies necessary for its development. This staffing pattern is less objectionable if the teacher does possess some knowledge of Spanish and is able to help the aide in planning. Hopefully, this will be the case. This staffing pattern also limits the number of skills and content areas the aide can teach since she will be working with small groups primarily. Large group instruction by the aide is out of the question unless she is an extraordinarily good teacher and is able to handle this type of group.

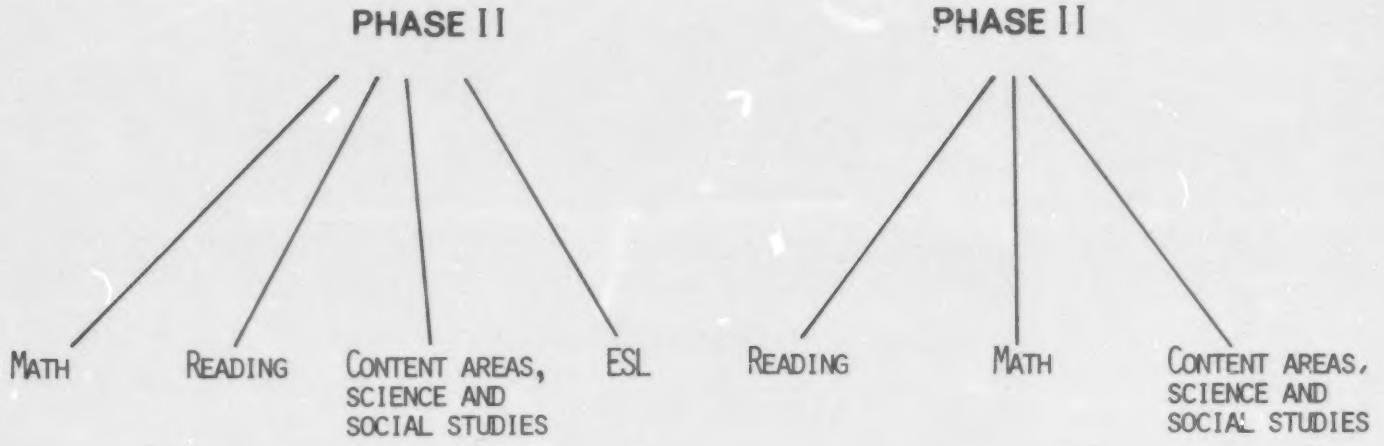
This plan may include all LEP students but may also include some bilinguals and English dominant children. A classroom composed of only LEP students is usually found primarily in schools where there are many children who speak English as a second language. A mixture of the three groups is usually found in districts where LEP students are a small minority. Neither one is easy to plan since the aide is the only one who speaks Spanish. It is therefore important that the aide possess certain qualifications crucial to the development of these students. The following qualifications are minimum requirements: (1) at least 60 hours of college work; (2) some courses in Spanish language skills development; (3) ability to speak, read, and write in Spanish; (4) fluency in all three language areas; (5) at least two courses in education that include instructional strategies; (6) ability to take direction and plan independently.

Curriculum Content and Language Usage for Staffing Pattern VI



TRANSPARENCY 6-B1

Curriculum Content and Language Usage for Staffing Pattern VI



TRANSPARENCY 6-B2

TRANSPARENCY 6-B1 AND 6-B2

DISCUSSION

Phase I

Teacher. The teacher will be teaching ESL to Spanish dominant children if they are part of her classroom. She will be doing this all year, since language at this level is not learned within a short period of time. If there are no Spanish dominant children, then she will be teaching ESL for about two or three months to LEP students who are at a very low level of speaking and understanding English. After two or three months of intensive language instruction, they can begin the reading readiness program for English. This readiness program should exclude directionality and pre-writing skills since the students will have covered this with the aide during the first two or three months while they were receiving ESL instruction with the teacher.

The teacher will also be teaching English reading readiness to the middle group and English reading to the more capable group. She will be teaching math in English and the content areas in English through oral language development so that children acquire additional oral language. If English dominant children are in the classroom, an all-English program will need to be planned for them.

Aide. The aide will be teaching only Spanish dominant and limited English proficiency students. She will be teaching Spanish oral language development and reading readiness to the less capable children and reading (after initial readiness preparation) to the more capable ones. The math and content areas can be taught in Spanish to half of the class at one time and to the other half at another time. This will help to keep the group rather small and manageable.

Phase II

Teacher. The ESL program must continue for Spanish dominant children. The reading program in English will be primarily for children who are able to handle the English language adequately. Math and the content areas may be taught in English; however, oral language development and reading are emphasized. This will enhance language acquisition in English.

English dominant children will again have to continue their all-English program. If appropriate and acceptable to the district, then children can be instructed in Spanish as a second language.

Aide. The aide will work with all Spanish dominant and LEP students. She will continue to teach reading, math, science and social studies in Spanish.

As children become more proficient in English, the Spanish program will diminish. At this time, the aide may concentrate on Spanish language instruction for LEP or Spanish dominant children. Fewer children will be involved at this time, so the aide can take over the responsibility of the ESL program also. This will lessen the teacher's load to a considerable extent. It is very important that the aide be a better than average model in English so that children acquire the correct pronunciation and intonation pattern in English.

STAFFING PATTERN VII

Learning Objective

The teacher trainee will be able to list the unique characteristics of this staffing pattern, state the rationale for its implementation and identify the type of LEA where it could be implemented.

Enabling Activity I

The instructor will focus on transparencies 7-A and 7-B. Discussion could include the following: (1) the role and responsibilities of the resource teacher; (2) the role and responsibilities of the homeroom teacher; (3) time allocations for each group of children; (4) curriculum areas to be taught by resource teachers; (5) language proficiency of the resource teacher; (6) problems that may emerge after implementation; (7) whether this be considered a bilingual program; (8) the number of children that can be served effectively; (9) why this could be considered a pull-out program.

Activity I

1. Write a brief analysis on the pros and cons of this staffing pattern.
2. Write a description of a district where this could be implemented.
3. As a group activity, the students could devise an ideal staffing pattern that would address bilingual education needs at the most idealistic level.

Staffing Pattern VII

Self-contained Classroom

- One resource teacher to serve several classrooms
- The resource teacher will be bilingual.
- She will be responsible for all Spanish instruction.
- Children will come to her for instruction.

(Least desirable pattern)

TRANSPARENCY 7-A

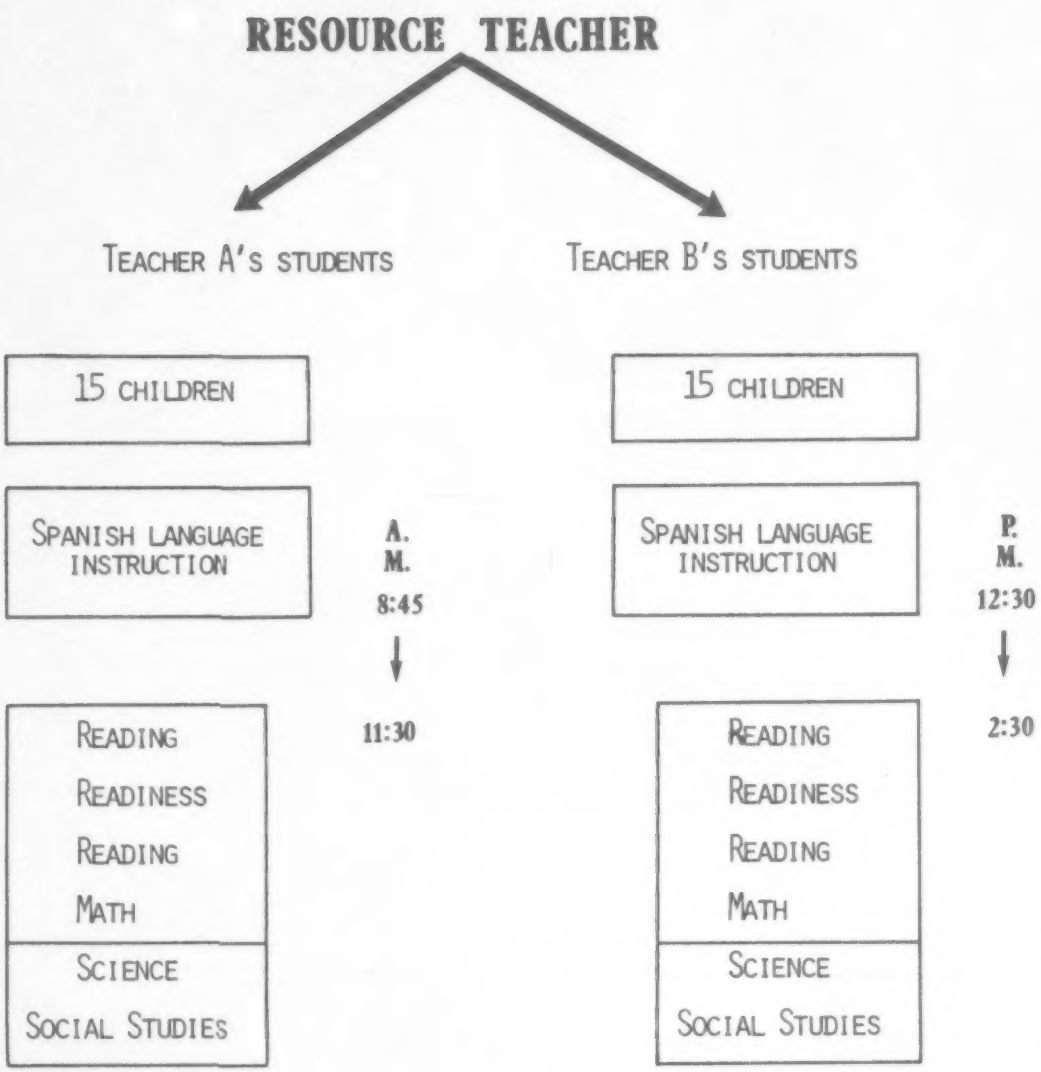
TRANSPARENCY 7-A

DISCUSSION

This is also one of the least desirable staffing patterns since children will have to be "pulled out" of the regular program for instruction in Spanish. The resource teacher's responsibility may include several aspects that each school district will have to address at the beginning of the school year. The following questions will have to be answered prior to implementation of the staffing pattern: (1) is the resource teacher responsible to give grades for each area of the curriculum covered?; (2) how many children will be taught?; (3) for how long will the teacher keep the children?; (4) how many grade levels will the teacher be responsible for? (5) can certain grade levels be mixed? e.g., grade 1 and 2 together; (6) is the resource teacher under the supervision of the classroom teacher whose children he/she teaches?; (7) how many curriculum areas can be taught in Spanish? These are only a few of the many questions that must be answered prior to implementation of the resource teacher's staffing plan.

The resource teacher should teach one group of children all morning and one group all afternoon. This is possible only if there are no more than fifteen children at one time. The children could be divided into groups of three or four each for two hours, but this would limit the curriculum content since the time allocation is too limited. Although all these grouping procedures have inherent limitations, this staffing pattern may be the only alternative open to a school district.

Grouping of Students for Staffing Pattern VII



TRANSPARENCY 7-B

TRANSPARENCY 7-B

DISCUSSION

The resource teacher would teach 15 students from Teacher A's room in the morning from 8:45 to 11:30. In the afternoon, she would have 15 students from Teacher B's room from 12:30 to 2:30. She would be responsible for the Spanish reading program which may include one group to instruct in reading readiness. Large group instruction would involve the other three curriculum areas of math, science and social studies. In order to have time for science and social studies, both can be divided so that one unit in science is taught first to be followed by one unit in social studies because she is only teaching half a day, both curriculum areas can be covered within the time allocated. It is also possible to exclude science and social studies and concentrate only on reading and the language arts which includes spelling and writing. Math would also be taught in addition to the language arts and reading.

If only two hours are allocated for Spanish instruction, the resource teacher will need to concentrate on reading and the language arts only. In this way, she can group for reading, spelling and writing. Each group must be kept small with no more than 10 children if she has three periods, or no more than 5 to 7 children if there are four periods. The number of students is crucial to effective grouping procedures.

CURRICULUM CONTENT

Learning Objective

The teacher trainee will be able to list and discuss listening activities for Spanish and English language development for Spanish dominant, bilingual, and English dominant students.

Enabling Activity I

The instructor will present and discuss transparencies 1-A and 1-B which focus on listening skills development in the first and second languages.

Activity I

1. Discussion of listening skills as a pre-requisite to speaking, reading, and writing.
2. Discussion of similarities and differences between listening skills in the first language and listening skills in the second language.
3. Discussion of the three types of groups served by a listening skills program - Spanish dominant, bilingual, and English dominant students.
4. Development of a scope and sequence chart for first and second language listening skills development - This may include the appropriate academic vocabulary necessary for any given classroom that must be first heard and then appropriately labeled before acquisition can occur.
5. Listing and discussion of listening strategies appropriate to a first and second language.
6. Identification of sounds in the first language that interfere with the acquisition of the second language.

Activity II

1. Identification of materials suitable to the development of listening

skills in the first and second languages.

2. Demonstration of student-developed lessons that are suitable to the development of listening skills: (a) lesson plan submitted; (b) materials developed; (c) lesson presented to the whole group; (d) critique at presentation.
3. Development of a listening center using the concept of learning centers.

Listening-Spanish

Spanish Dominant Students → SHARING TIME
STORYTELLING
FOLLOWING DIRECTIONS
PICTURE READING
READER VOCABULARY

Bilinguals → SHARING TIME
STORYTELLING
FOLLOWING DIRECTIONS
PICTURE READING
READER VOCABULARY

English Dominant Students → SPANISH AS A SECOND LANGUAGE
STRUCTURED LESSONS
UNSTRUCTURED ACTIVITIES

TRANSPARENCY 1-A

TRANSPARENCY 1-A

DISCUSSION

Spanish dominant students. Listening activities are just as important for these students as for any other student. Sharing time must be initiated by having students listen to each other tell about something they want to share. Since these students are Spanish dominant, their language choice probably would be Spanish.

If the classroom is composed of bilingual and English-dominant students also, all should participate in this activity at the same time. Each student is to use the language he or she is most proficient in. Each child will learn from the other.

Storytelling could be done by the teacher and may include reading the classics in Spanish or selections from readers that have not been adopted by the state. Students should be given the opportunity to listen to their dominant language because these students also need the listening skills associated with their dominant language. This is one of the best ways to accomplish this objective. This activity may be scheduled after recess or after lunch when students need a rest period. Time is not lost with this activity.

Following directions must also be taught in Spanish. This will prepare students for tasks that include following directions in English. The task will be much easier if the child receives this instruction first in Spanish and then in English. If a child is taught to underline answers first in Spanish, the English counterpart of the activity will require only the understanding of the language. The child has already experienced the process.

Picture reading which requires that children talk about pictures,

is also an excellent activity that will require their listening to each other. "What did Juan say about this picture?" is a question that can be asked over and over again. This will help them pay close attention to others. At the same time teachers can model particular vocabulary and language patterns necessary for the acquisition of standard Spanish. This is especially useful when using Spanigh foreign texts that contain deviations from the language ordinarily spoken by these children.

Pictures from readers can also be used to prepare students for the forthcoming reading task. Children can learn to find clues in pictures for words they do not know in the texts. They will either listen to each other or to the teacher since she will have to model the more unusual words.

Reader vocabulary, already discussed in the preceding narrative, is important. Children can be taught to listen to what the readers contain prior to introduction to the reading tasks. This includes both listening and speaking since one is dependent upon the other.

Bilinguals. The same discussion for Spanish dominant students can be used for bilinguals. All the listening activities for Spanish dominant students apply to this group.

English dominant students. These students may be taught Spanish as a foreign language. Their listening skills must be developed since they need first to hear the sounds of the language in complete utterances. This may require structural lessons that involve the children in repetition of simple sentences and vocabulary words. They need to listen and then repeat; in order to do this, they must first be taught to listen carefully. Listening exercises may be taught by the teacher, but also may include listening to simple and interesting tapes of prepared lessons.

Listening-English

English Dominant Students → SHARING TIME, STORYTELLING, FOLLOWING DIRECTIONS, PICTURE READING, READER VOCABULARY

Bilinguals → SHARING TIME, STORYTELLING, FOLLOWING DIRECTIONS, PICTURE READING, READER VOCABULARY

Spanish Dominant Students → ENGLISH AS A SECOND LANGUAGE, STRUCTURED LESSONS, UNSTRUCTURED ACTIVITIES

TRANSPARENCY 1-B

TRANSPARENCY 1-B

DISCUSSION

This transparency is included only to point out the fact that children need listening activities in Spanish and in English. English dominant students will need to refine and continue to develop listening skills appropriate for the age group. Bilinguals need to go through the same process.

Spanish dominant students will need to develop listening skills in English but in a different context. This is because they are learning English-as-a-second-language (English as a second language is for Spanish dominant students.) Because of the constant reinforcement of English, these students will more than likely be able to listen to the language in structural and unstructural situations. Structural learning is achieved through commercially prepared materials that utilize second language methodology. Unstructural situations provide some degree of freedom in listening to and using the language.

Second language activities for both Spanish and English dominant students should require that students first learn through pattern drills with repetition exercises. This should be scheduled for short periods of time during the initial stages of development. These patterns can then be reinforced in unstructural situations, at which time the students are able to use the language with more freedom from error and correction.

CURRICULUM CONTENT

LEARNING OBJECTIVE

The teacher trainee will be able to demonstrate oral language development strategies and techniques suitable for first and second language instruction by simulation exercises.

ENABLING ACTIVITY I

The instructor will present and discuss transparencies 2-A, 2-B, 2-C, and 2-D. Discussion should focus on the rationale and on the unique strategies appropriate for oral language development in both the first and second languages. Emphasis should be on second language acquisition since this is a fairly new curriculum area in general education and specifically in bilingual education.

The following questions could be discussed: (1) how is a first language acquired? (2) why is English considered a second language to most bilingual education students? (3) why must one accept the language a child brings from home? (4) why is it necessary to expand and refine language? (5) how can experience stories be best utilized for language development? (6) what are the limitations inherent to second language methodology? (7) why is there a need to teach the second language every day for short periods of time several times a day? (8) what types of reinforcement activities should be planned for LEP children who are limited in their first language and who do not speak English? (9) of what value are commercially prepared materials for ESL? (10) what are structured techniques? (11) what are unstructured techniques?

ACTIVITY I

1. Students are to observe children using Spanish in a classroom

setting in order to identify problems in the first language.

For example: asina - for así; truje for traje; plantano for plátano; dijir for decir; etc. Students can review these and others that deal with these problems and then make their own lists

2. Development of lesson plans that deal with correction of problems with Spanish, the first language. Students can then demonstrate the lessons in a simulation exercise.
3. Development of scope and sequence charts for oral vocabulary that should be taught in the first language -- school items, zoo animals, dishes, household furnishings, etc. A picture vertical file can be developed by each student. Pictures should be organized by subject content -- nouns, verbs, school items, etc.

Activity II

1. Students are to observe children in a classroom setting during the time in which English is being either taught or used.
2. Prior to observation, students can develop an observation instrument which includes expected language problems with English usage by categories.
3. Students can develop a lesson plan for a simulation exercise in which problems with the English problems are stressed. The problems can be planned for one at a time.
4. Students can develop scope and sequence charts on vocabulary useful to children upon entering school.
5. Students can evaluate ESL materials currently available -- CORE-- Ginn Company; English Around the World - Scott Foresman; etc.

Curriculum Content

Oral Language Development

Spanish as a First Language

- EXPANSION OF THE FIRST LANGUAGE.
- STUDENT VOCABULARY SHOULD BE ACCEPTED.
- STUDENT VOCABULARY MUST BE REFINED.
- EXPERIENCE STORIES MAY BE ELICITED AND LATER USED FOR INITIAL READING.

TRANSPARENCY 2-A

TRANSPARENCY 2-A

DISCUSSION

Spanish as a first language/oral language development is only for students who are either Spanish dominant or bilingual. This would include expansion and refinement of vocabulary and language structures appropriate to the age group being taught. Five-year-old children need experience with vocabulary items unique to the school environment first. This involves expansion of vocabulary. Words such as "pizarrón" or "borrador" should be learned early during the school year since these are objects not ordinarily found in their home environment. They will need other words, such as "director de la escuela" and "enfermera". This should also be taught early in the year since they are significant; others they will encounter throughout the school year. Other significant vocabulary can also be selected and taught as the year progresses.

Refinement of vocabulary would include correct usage of words children will later encounter in reading selections. Correcting words such as "asina" for "así" and "truje" for "traje" would be appropriate but must be handled carefully so that children are not inhibited in speaking.

Language structures should also be taught when incorrect. Sentences such as "¿Aonde vas?" should be modeled by teacher's constantly since the children will rarely if ever encounter this type of sentence in written material. "Pa' ya" is another example of this. Care should be taken in correcting since constant corrections will tend to inhibit or stop language practice and usage. However, it is appropriate and useful if teachers find time to structure lessons that will stress certain problem areas that most children seem to exhibit. Errors may be pointed out but not in a threatening manner. Students' vocabulary and language structure

preferences may be accepted but should also be refined. Textbooks will contain the correct, or standard, usage and therefore must be taught in an oral context first.

An excellent way in which vocabulary and language structures may be elicited and learned is by encouraging children to create stories based on their experiences. This may include content that is teacher imposed or may emanate from the children themselves on topics of interest to them. The stories may be placed on charts that may serve as initial readers.

Curriculum Content

Oral Language Development

English as a First Language

- EXPANSION OF THE FIRST LANGUAGE.
- STUDENT VOCABULARY SHOULD BE ACCEPTED.
- STUDENT VOCABULARY MUST BE REFINED.
- EXPERIENCE STORIES MAY BE DEVELOPED AND LATER USED FOR INITIAL READING.

TRANSPARENCY 2-B

TRANSPARENCY 2-B

DISCUSSION

This transparency is included only to point out the fact that all children need oral language development. All the discussion for transparency 2-A is the same for transparency 2-B

Spanish as a Second Language

. EMPHASIS ON SECOND LANGUAGE METHODOLOGY.

. TAUGHT EVERYDAY.

. CONSISTENT REINFORCEMENT.

. INCLUDE SOME READING.

TRANSPARENCY 2-C

TRANSPARENCY 2-C

DISCUSSION

Spanish-as-a-second-language should really be called Spanish as a foreign language, since the language of the children in this group is not constantly reinforced. Since most oral media is primarily in English and home environments are also primarily in English, the constant reinforcement needed to learn the language as a second language is usually missing and not readily available. Hopefully, these children will at least gain some command of the language. This situation could change if a large part of the home environment were to include a number of Spanish speakers. It would also be different if some of the children were to have an aptitude for second language learning. Motivation for learning the second language would also undoubtedly help.

The Spanish-as-a-second-language (SSL) component should emphasize second language methodology but not exclusively since this might tend to bore children. Short lessons utilizing second language methodology and unstructured situations where the language could be used with freedom and creativity would be more appropriate and at the same time more motivating to younger children.

SSL instruction should take place every day either once or twice during each day. The first session should consist of structured situations in which the language is modeled by the teacher and repeated by the students. Different types of drills could be used so that instruction is varied. At the end of the period, structured and unstructured dialogues would be emphasized. The second period could include more freedom in the language learned during the first session. A more creative atmosphere

should prevail with room for errors and corrections. At this time, reinforcement of vocabulary and language patterns learned during the earlier session would also be appropriate.

Some reading in the second language could be incorporated. This is not ordinarily a natural process; however, since these children will see and observe other students reading in Spanish, they will also want this addition to the SSL program. It is not unusual for children to request textbooks just like the other students'. Initial reading may consist of pictures with vocabulary items identified in print scattered throughout the picture. For example, a picture of a child with the wearing apparel identified in written form would be appropriate. Later, simple stories that include some of the oral vocabulary being stressed would also be helpful. However, teachers must resist the temptation to introduce reading prematurely.

English as a Second Language

- MUST BE TAUGHT EVERYDAY.
- STRUCTURED AND UNSTRUCTURED TECHNIQUES SHOULD BE USED.
- REINFORCEMENT ACTIVITIES SHOULD BE PROVIDED.
- EMPHASIZE PROBLEMS.
- USE COMMERCIALLY PREPARED MATERIALS.

TRANSPARENCY 2-D

TRANSPARENCY 2-D

DISCUSSION

English-as-second-language is an accurate description of this particular curriculum area since children need to know the language with the same fluency and understanding as their first language. Society demands that everyone have an excellent command of English; therefore, the school must emphasize an instructional program suitable to the development of the language. In order to achieve this goal, English must be taught everyday, first, through second language methodology and later, as a study of the intricacies of the language in all domains. One must realize that this is not easy to do, since the educational system does not accept the fact that certain ethnic/linguistic groups do not speak English before schooling starts. This being the case, most programs do not include or even attempt to incorporate programs that address this need.

It is important to teach English everyday for several short periods so that the young child is able to listen and practice it during different times throughout each day. Short instructional periods are important for the young child. Older children may be able to listen and practice for longer periods of time.

Second language methodology, usually used extensively in commercially prepared ESL materials, should be used frequently in order to achieve some degree of uniformity and sequence of the language. This type of instruction includes modeling by the teacher or taped lessons and repetition by the students. This will insure accurate models and practice of the language patterns to be learned. This tends to be a highly structured learning environment that must be kept to a minimum since it could prove boring to young learners. Nevertheless, it is a better instructional strategy than

the incidental and haphazard kind. Incidental language learning used to be the order of day when ESL materials were not available for elementary school children. However, since these materials are now more and more accessible, teachers should not depend on incidental learning hoping that children will acquire language through osmosis. A few children will but most will not.

Unstructured techniques should also be one of the strategies for teaching ESL. This will provide opportunities for language development in a more natural setting. Activities in which reinforcement of vocabulary and language patterns are emphasized should be planned everyday in unstructured situations. Learning centers that include tapes, filmstrips and other media would serve this purpose. Realia associated with the structured language activities would provide a means by which children could talk and practice in a free exchange of "just talk." During these times, the teacher should listen carefully to problems children are encountering as they converse freely. Lessons which cover these problems would then be developed for later use.

It would benefit Spanish speakers in gaining command of the language if teachers were to concentrate on phonological problems unique to this group. The Spanish b a d v, the sh, etc. are examples of possible problems since these sounds are different and difficult to pronounce. There are also problems with syntax that should be addressed. Fortunately, most of these problems are usually covered in commercially prepared materials. However, not all children will need to be taught every lesson in ESL materials since many already speak some English. For this group, special lessons should be selected for specific instructional purposes. It would be a tragic loss of time if every child covered all the lessons in a text when there was no need to do so.

CURRICULUM CONTENT

Learning Objective

The teacher trainee will be able to list and describe each of the reading methods and approaches appropriate for Spanish reading.

Enabling Activity I

The instructor will present and discuss transparencies 3-A, 3-B, and 3-C. Discussion for transparency 3-A could focus on the following: (1) how are reading methods for Spanish reading different or alike from those used in English reading? (2) why are the syllabic and phonetic methods more commonly used for Spanish reading? and (3) how are synthetic and analytic approaches different?

Activity I

1. Students can analyze different reading series to determine the types of methods preferred.
2. Lesson plans can be developed in which one method is the focus.
3. Analysis of vocabulary can be used in commercial textbooks to identify vocabulary words different from current usage or different from that which students use (bola, pelota), (cometa, chiringa, papalote), etc.

Activity II

1. Comparison of the differences between a maintenance and a transitional bilingual program when related to the reading program.
2. Development of a rationale for the need for Spanish reading before introduction to English reading.
3. Development of a timeline for introduction of Spanish reading and English reading.

4. A brief analysis of the need for English oral language development for several years for children who are identified as LEP.

Curriculum Content

Reading - Spanish as a First Language

Methodologies

Synthetic Approaches	Analytic Approaches
ALPHABETICAL METHOD	WORD METHOD
* SYLLABIC METHOD	SENTENCE METHOD
* PHONETIC METHOD	STORY METHOD

ECLECTIC METHOD

* MOST COMMONLY USED FOR INITIAL READING

TRANSPARENCY 3-A

TRANSPARENCY 3-A

DISCUSSION

Suffice it to say that the alphabetical method is not used [illegible] this age and time. The alphabet is taught but only as a separate entity related to the reading process.

The syllabic and phonetic methods seem to be the more popular ones due to the consistency of sound-to-symbol relationships unique to the Spanish language and also because of the consistency of syllabication rules. These methods are used primarily to introduce and initiate the reading process. First, the sounds of the letters are taught. Second, the letters are combined to make words and later sentences. The names of the letters are taught only after the sounds are introduced. These methods are combined in many variations. In addition, the merits or negative aspects of each of these methods are numerous and may be found in many methodology college texts.

Both the phonetic and syllabic methods introduce the vowels first and then one consonant at a time. This tends to facilitate the initial reading of short stories. After the five vowels are introduced, the consonant "m" may be introduced. Syllables are formed next. Children may then be asked to read sentences such as the following: Mi mamá, mi mamá me ama, etc. This process relates rather appropriately to the consistency of sound-to-symbol relationships and the ease with which syllables can be made.

Global methods which include analytic methods are used extensively in English reading programs to initiate the reading process. A basic assumption for using these methods is that English is not a language that lends itself to the effective use of the phonetic methods. However, the global approach is not used exclusively since a phonics programs is also included.

At this point the approach becomes eclectic since both are combined supposedly to achieve better results. It is important to note that some English reading programs do initiate reading with a phonetic method.

Eclectic Methods are based on the premise that a combination of methods is more conducive to learning since children are exposed to analysis and synthesis. Most if not all English reading programs use this approach to a lesser or greater degree. Spanish readers use eclectic approaches; however, there ususally is a heavy emphasis on phonics during the initial stages.

Teacher preference for one or another of the approaches usually provides good results or better than average results. This is due to the fact that if one likes something, one does a better job with it.

The Experience Approach is a method that is now being used with Spanish reading and readers. It is usually used during the early stage when children experience the reading of their own stories. Vocabulary may be selected according to the following: (1) learning centers or special interest centers provide vocabulary that can be used to initiate an experience story; (2) reader vocabulary is first introduced in experience stories thus enabling the students to hear, use, and read the vocabulary in a familiar context, before introducing it formally in the adopted texts.

Reading as a first language should be taught every day and scheduled accordingly. Spanish dominant children should receive instruction in Spanish reading from commercial textbooks, workbooks, etc., in order to experience a continuous development of reading skills. This is extremely important since many skills transfer into the English reading skills program. Spanish reading must be taught every day. If not, English reading will not progress as quickly as it should due to limited instruction in Spanish reading.

Spanish Reading Instruction

Maintenance Bilingual Program

SPANISH READING READINESS	SPANISH READING
ENGLISH ORAL LANGUAGE DEVELOPMENT	

Phase I

SPANISH READING	
ENGLISH ORAL LANGUAGE DEVELOPMENT	
ENGLISH READING READINESS	ENGLISH READING

Phase II

TRANSPARENCY 3-B

TRANSPARENCY 3-B

DISCUSSION

The Phase I illustration depicts the division between Spanish reading readiness and Spanish reading and English oral language development. This illustrates the need to include a reading readiness program for Spanish reading and an English oral language development program for initial acquisition of English. The emphasis in Phase I is not English reading since children will not be ready for it, especially if they are Spanish dominant.

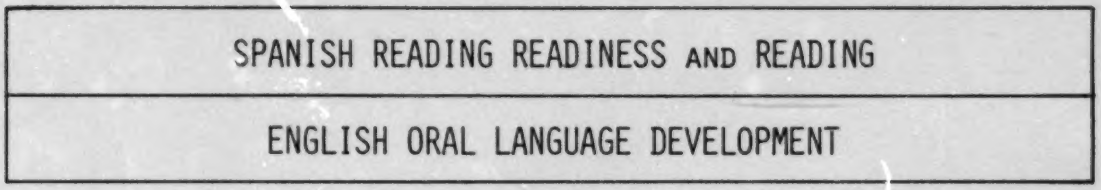
Phase II illustrates the need to continue Spanish reading and at the same time initiate the reading readiness program for English reading. Care should be exercised that the readiness program in English does not include the basis readiness skills already taught in Spanish since this would involve needless repetition of similar skills.

English oral language development is included in Phase II since children who are either LEP or Spanish dominant will need it for a long period of time. A few months or even one year are not sufficient to develop an acceptable and adequate command of the English language. This seems to be a problem in bilingual classrooms since teachers tend to eliminate English oral language development once children start English reading.

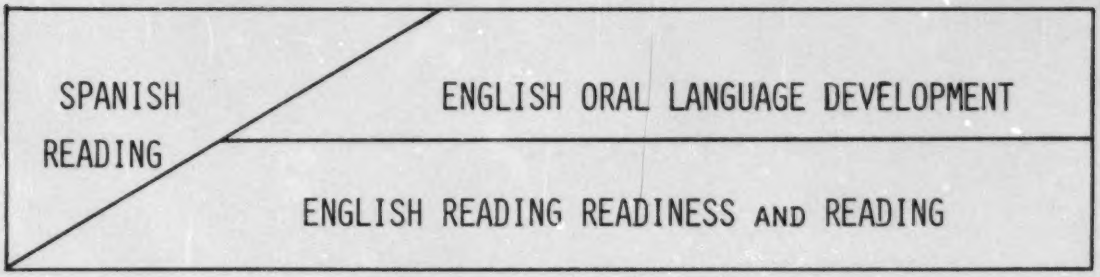
Phase I and II do not suggest at which grade level English reading may be introduced. This depends upon a teacher's assessment of individual needs of particular children and/or groups. Children do need to have acquired an acceptable degree of listening and speaking skills in English before initial reading instruction in the same language is ever considered.

Spanish Reading Instruction

Transitional Bilingual Program



Phase I



Phase II

TRANSPARENCY 3-C

TRANSPARENCY 3-C

DISCUSSION

Transparency 3-C illustrates Spanish reading instruction in a transitional bilingual program. Phase I illustrates the need not to initiate English reading too early since children need to acquire a command of the English language in a listening and speaking context. If this is not done, a transfer of skills will not be achieved from Spanish reading into English. This also illustrates the need to continue Spanish reading for several grades until children reach the exit criteria established by the school district. Exit criteria usually do not address the issue of when children will no longer receive Spanish reading instruction but do provide some guidance as to when children can or should exit the bilingual program.

Phase II illustrates that Spanish reading is to be eliminated from the curriculum. At this point, or sometime before it, English reading readiness is initiated and followed by English reading. English oral language development is also included in Phase II as a reminder that this be continued through several grades.

This transparency does not address the issue of when children should exit the program since this is different for different communities in different states. Ordinarily, most programs will eliminate Spanish reading instruction at the third grade level. The third grade is not a magic grade; however, decision makers make it seem like it is.

CURRICULUM CONTENT

Learning Objective

The teacher trainee will be able to describe the processes used to teach science, social studies, and math in both Spanish and English within a transitional bilingual program.

Enabling Activity I

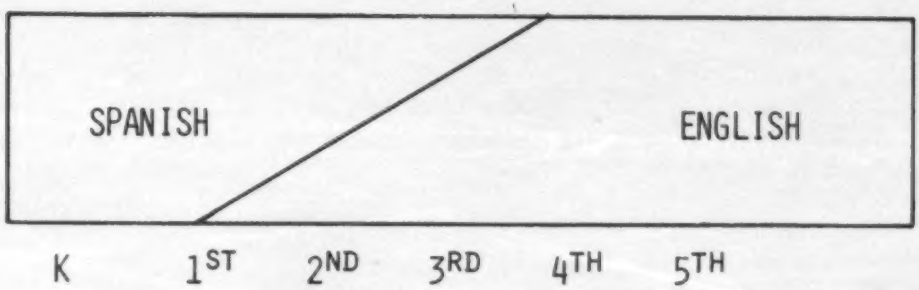
The instructor will present and discuss transparency 1-A. Discussion could focus on the following: (1) rationale for teaching science, social studies, and math in Spanish during the initial stages of program development; (2) what are the problems inherent to this distribution of language usage - individual needs of students, adequate command of the English language, vocabulary unique to each of these curriculum areas, etc.

Activity I

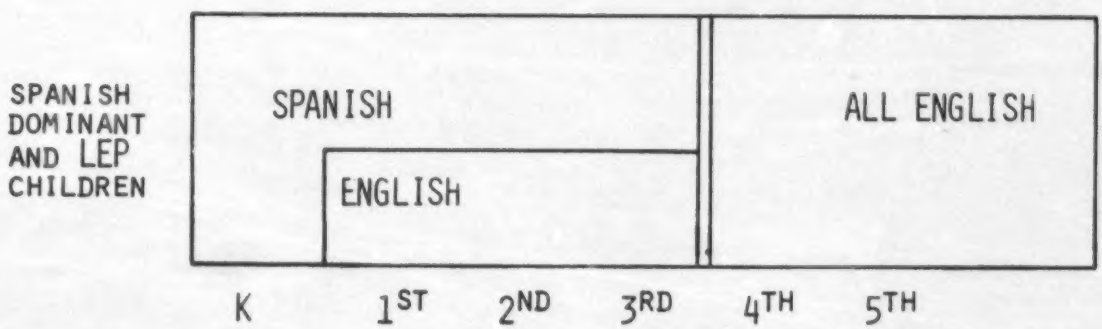
1. Analysis of vocabulary in science, social studies, and math texts. Develop lists of vocabulary words in each area.
2. Develop a science and a social studies unit or lesson in Spanish and present it to the class.
3. Develop a teacher training module that will only focus on vocabulary needs unique to each of the areas.
4. Visit a bilingual classroom and observe vocabulary usage for each curriculum area.
5. Develop a glossary of terms for each curriculum area.

Curriculum Content

Social Studies and Science Transitional Program



Math Transitional Program



TRANSPARENCY 4-A

TRANSPARENCY 4-A

DISCUSSION

The social studies and science programs can be considered as a unit since both are content areas which require similar language needs. At the Kindergarten level, Spanish dominant and LEP children should be taught both curriculum areas in Spanish. At the first grade English language instruction can be initiated but only with students who have shown an acceptable degree of English language acquisition. Even at this grade, social studies and science should be taught partially in Spanish and partially in English. This means that one unit can be taught in Spanish and one in English -- it does not mean that both languages be used simultaneously. While one unit in social studies is taught in Spanish, another unit in science is taught in English during the same day. This will provide instruction in English and Spanish in equal portions during each day. Spanish can be used to clarify concepts being taught in English. At the third grade level, both content areas are taught in English. Spanish can again be used to clarify concepts.

Math should be taught only in Spanish during the initial stages of program development especially at the Kindergarten level. Sometime during the first grade, math can be taught in both English and Spanish until the third grade, at which time the transition is made into all English instruction. This means that math is taught in Spanish during the first part of the period. During the second part of the period, math vocabulary can be taught in English. In this way, children can begin acquiring the English vocabulary necessary to function only in English by the third grade.

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